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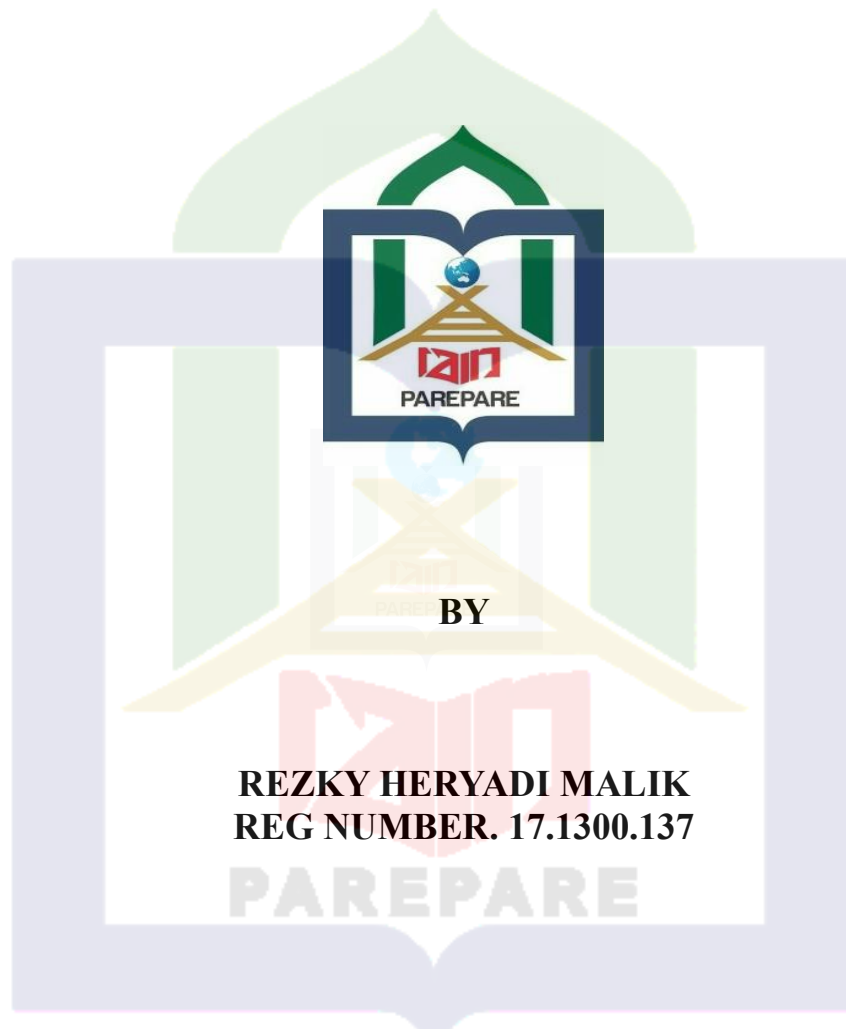
THE ANALYSIS OF SPEAKING SKILL OF "DUTA PARIWISATA PAREPARE" 2022

BY

REZKY HERYADI MALIK
REG NUMBER. 17.1300.137

ENGLISH EDUCATION PROGRAM

TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE
2024

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REZKY HERYADI MALIK
REG NUMBER. 17.1300.137

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd.)

ENGLISH EDUCATION PROGRAM

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As as Part of Fullfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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To

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2024

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Alhamdulillah, first and foremost, the researcher would like to extend profound gratitude to Allah SWT for His guidance, mercy, and blessings, which have made it possible to complete this thesis. Shalawat and salam are also extended to our beloved Prophet Muhammad (PBUH), the last messenger of Allah SWT, who has led us from darkness into the light through the teachings of Islam.

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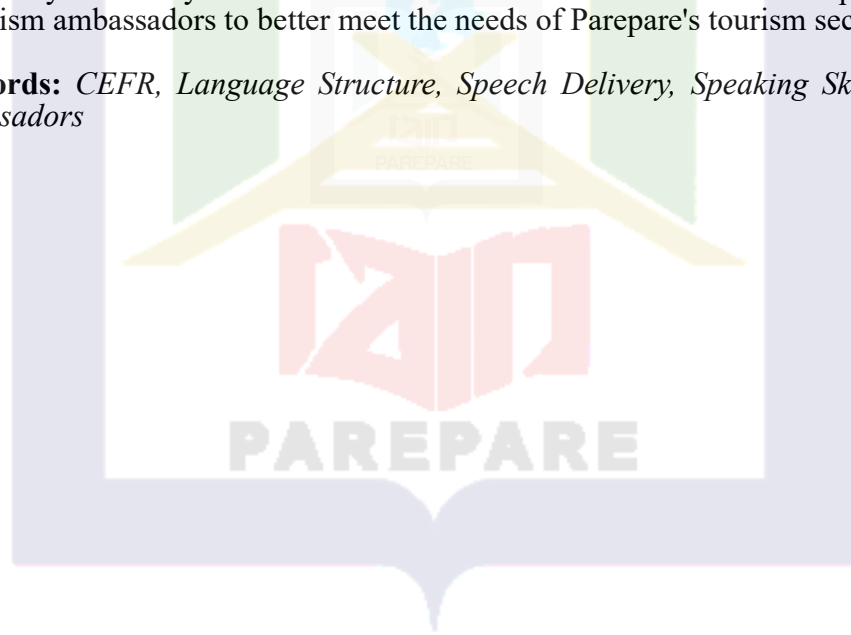
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ABSTRACT

Rezky Heryadi Malik. *The Analysis Of Speaking Skill Of "Duta Pariwisata Parepare" 2022* (Supervised by Hj. Nurhamdah and Nur Asiza)

This study analyzes the speaking ability of Parepare Tourism Ambassadors in 2022, focusing on their effectiveness in promoting Parepare's cultural and natural attractions. The objective is to assess their English-speaking skills to identify strengths and weaknesses affecting their promotional activities.

A qualitative descriptive methodology was employed, using observations and interviews to collect data from 10 randomly selected "Tourism Ambassadors". Data collection was conducted at the Department of Youth, Sports, and Tourism office in Parepare. The study used the CEFR to evaluate proficiency levels and linguistic error analysis to identify patterns and areas for improvement.

Findings showed that while the ambassadors had good language structure, there were deficiencies in vocabulary and coherence. The CEFR assessment revealed that most ambassadors were in the B1-B2 range, with the average score leaning towards B1. Specific difficulties included complex sentence structures and advanced vocabulary use. In speech delivery, many ambassadors struggled with pronunciation and fluency. The study concludes with recommendations to enhance the speaking skills of tourism ambassadors to better meet the needs of Parepare's tourism sector.
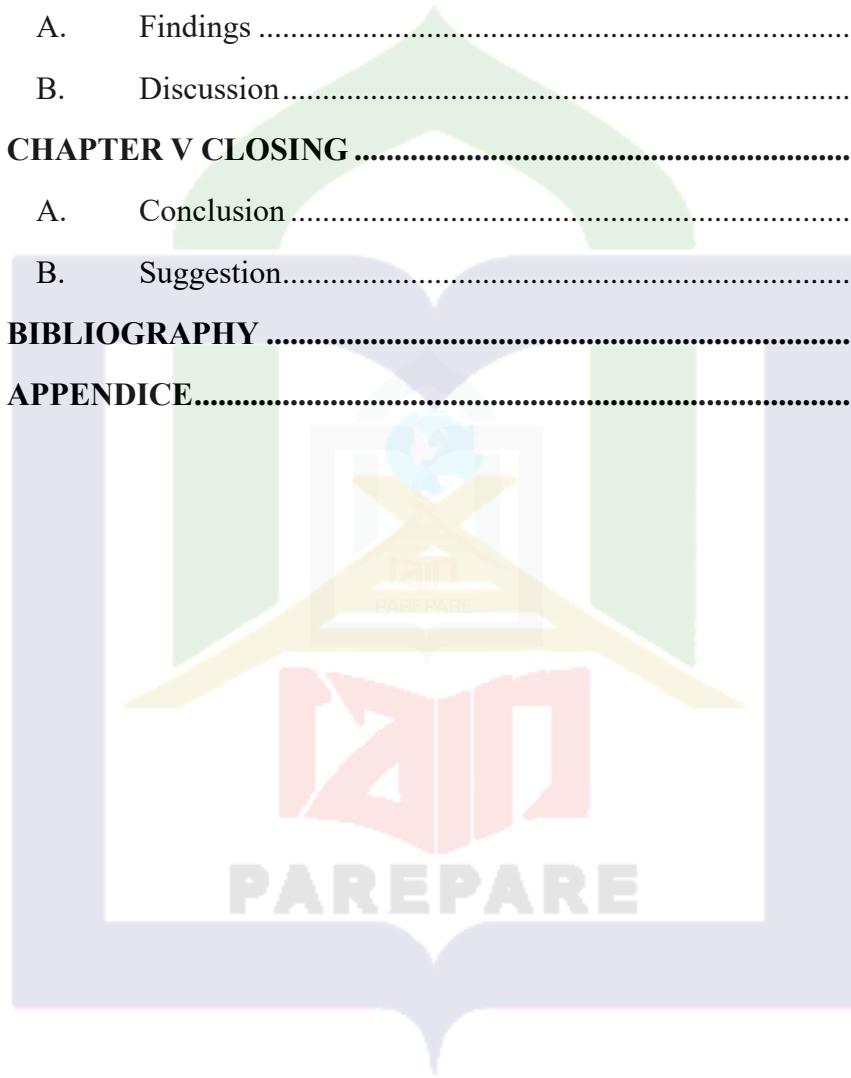
Keywords: *CEFR, Language Structure, Speech Delivery, Speaking Skills, Tourism Ambassadors*

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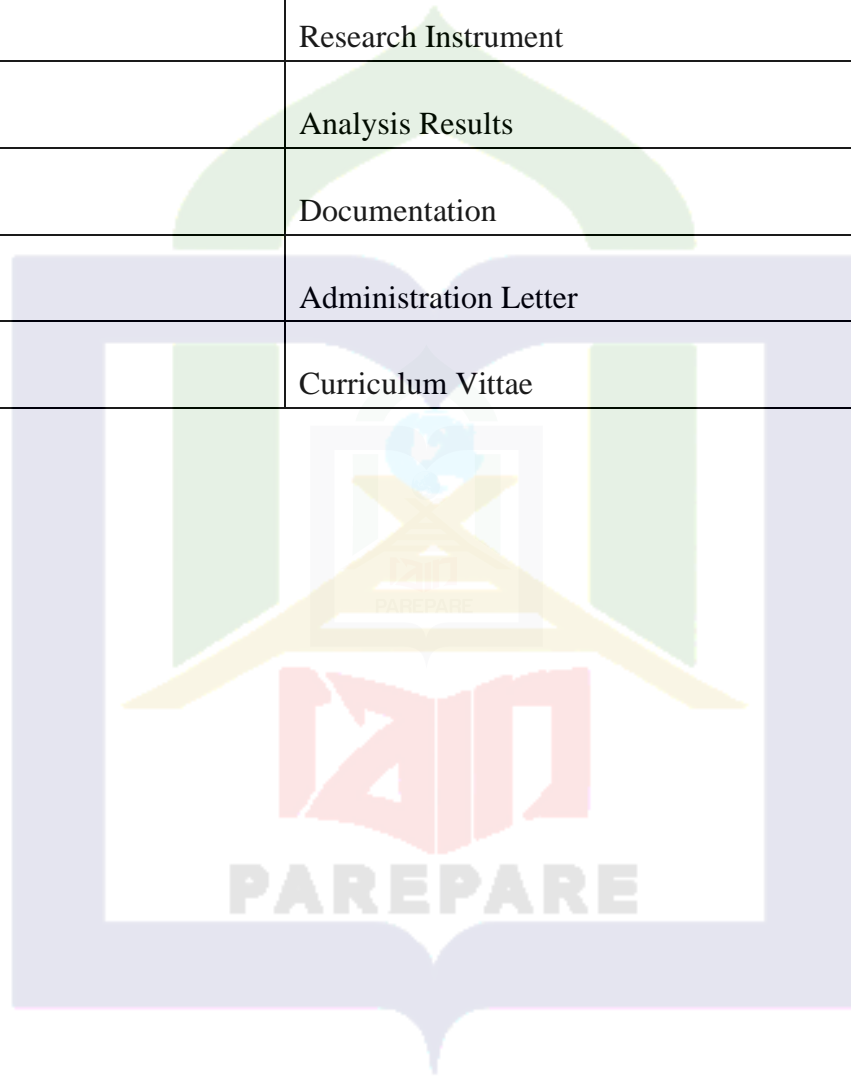
CHAPTER I
INTRODUCTION

A. Background

Speaking skill, as a fundamental aspect of effective communication, holds undeniable importance in various domains, including tourism. In the city of Parepare, a captivating tourist destination known for its cultural heritage and natural beauty, the role of "Duta Pariwisata" or Tourism Ambassadors becomes pivotal. Apart from the inherent charm of Parepare's attractions, the city's Department of Youth, Sports, and Tourism (Dinas Kepemudaan, Olahraga, dan Pariwisata) plays a significant role in promoting and managing tourism initiatives. These initiatives not only aim to showcase Parepare's rich cultural heritage and stunning landscapes but also to engage and empower the local youth in tourism-related activities. These ambassadors are entrusted with the responsibility of representing Parepare's attractions, conveying its essence to both local and global audiences. The success of their role hinges on their ability to artfully articulate the region's offerings, making effective speaking a cornerstone of their responsibilities.

The role of "Duta Pariwisata" demands multifaceted communication skills, including the ability to engage diverse audiences, adapt to different contexts, and showcase Parepare's offerings convincingly. These ambassadors often find themselves navigating challenges such as conveying intricate cultural narratives with clarity, managing nervousness during public interactions, and adapting their communication style to accommodate varying demographics. The intricate interplay of linguistic

proficiency and persuasive communication skills required in this role necessitates a comprehensive exploration of their speaking capabilities.

The decision to undertake an in-depth analysis of the speaking skills of "Duta Pariwisata Parepare" stems from the need to enhance their role in promoting Parepare's tourism. Previous research shows that another challenge faced by tourism ambassadors is communication and language. In some cases, they need to communicate with tourists from different countries who speak different languages. Therefore, the ability to communicate in multiple languages is important[1]. Observations and preliminary investigations have suggested that effective communication by these ambassadors significantly influences visitors' perceptions and decisions. By building upon prior research and observations, this study seeks to provide valuable insights that can inform training programs and strategies tailored to the unique needs of these ambassadors.

To delve into the nuances of speaking skill deficiencies, a systematic analysis of linguistic and communicative errors becomes imperative. The goal is to identify recurring patterns, mispronunciations, grammatical inaccuracies, and structural weaknesses that might hinder effective communication. By pinpointing these specific challenges, this study aims to lay the groundwork for tailored interventions that can enhance the overall speaking skills of the tourism ambassadors. This analysis will offer a holistic view of the gaps that need addressing to optimize their promotional endeavors.

Based on the critical issues identified and their direct relevance to speaking proficiency, the research is aptly titled "The Analysis of Speaking Skill of 'Duta Pariwisata Parepare' 2022." This title encapsulates the focal point of the study

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[1] Gilang Maulana Majid, "A Study on ' Tourism Ambassador s ' in Indonesia," *2019 5th International Conference on Information Management (ICIM)*, 2019

thoroughly dissecting the speaking capabilities of Parepare's tourism ambassadors in the specified year. The identified challenges and their direct implications for effective communication serve as the driving force behind the research's pursuit. Through this investigation, a comprehensive understanding of the ambassadors' speaking skills will be garnered, ultimately contributing to their improved effectiveness in promoting Parepare's tourism offerings.

B.   Research Questions

Based on the background above, the research formulates the research question as follows: What is speaking skill level of "Duta Pariwisata Parepare" 2022.

C.   Objective of The Research

To evaluate the English-speaking skills of Parepare Tourism Ambassadors in 2022, focusing on their effectiveness in promoting Parepare's cultural and natural attractions. The aim is to identify strengths and weaknesses in their speaking abilities, including tenses, vocabulary, cohesion/coherence, pronunciation, and fluency, and to assess their proficiency levels according to the CEFR framework.

D.   Significances of The Research

1.   For the researcher:

   a. Gain practical experience in conducting a research study.

   b. Enhance research and analytical skills.

c. Contribute to the body of knowledge in the field of language education and tourism.

2. For students:

a. This research will examine the most effective strategies and methods in developing the speaking skills of "Duta Pariwisata Parepare" in English, particularly focusing on insights beneficial for students in English Language Education programs.

b. Gain insights on the challenges and strategies for improving speaking skills in a foreign language.

c. Understand the role of tourism ambassadors in promoting local tourism to international visitors.

3. For the Community and Department of Youth, Sports and Tourism:

a. Improve the quality of tourism services by having competent and effective tourism ambassadors on english communication skill.

b. This study aims to analyze and improve the English speaking skills of members from the Asosiasi Duta Pariwisata community, identifying areas for enhancement and providing targeted training recommendations.

c. This study will assess the English speaking proficiency of Asosiasi Duta Pariwisata representatives and evaluate the effectiveness of existing language training programs in meeting their communication needs.

d. This research aims to evaluate the English speaking skills of officials from Dinas Kepemudaan, Olahraga, dan Pariwisata, identifying areas for improvement and proposing targeted training interventions.

e. This research will examine how English language proficiency affects the roles and responsibilities of representatives from Dinas Kepemudaan, Olahraga, dan Pariwisata, and explore ways to enhance their speaking skills to better serve their community.

f. Help tourism ambassadors communicate better with both local and international visitors to promote cultural understanding.
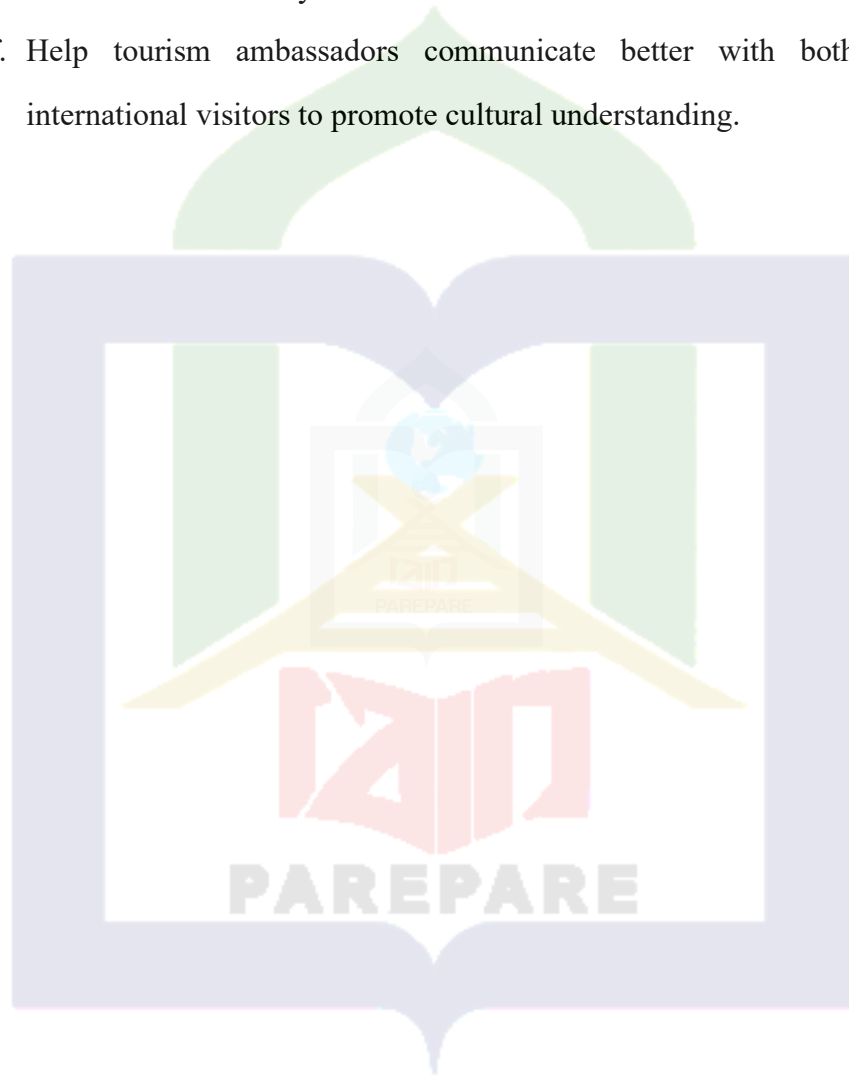
CHAPTER II
LITERATURE REVIEW

A.   Some Previous Findings

A relevant research review for the title "The Analysis of Speaking Skill of Duta Pariwisata Parepare 2022" would highlight previous studies on speaking skills, particularly those related to tourism context and the Common European Framework of Reference for Languages (CEFR). The review would also discuss the use of qualitative research methods in assessing speaking skills.

Several studies have investigated speaking skills in tourism contexts. For example, a study by Sugianto (2020) analyzed the speaking skills of tourism students using a task-based approach. The study found that students improved their speaking skills through task-based activities that included role-playing, group discussions, and presentations.[2]

Another study by Wulandari (2019) examined the speaking skills of Kabupaten Ponorogo tourism students using a communicative approach. The study found that students' proficiency levels varied, and that the use of communicative activities helped improve their speaking skills.[3]

In terms of the CEFR, a study conducted by A. Juraev (2021) examined the use of the CEFR in assessing the speaking skills of Uzbekistan teachers. The study found

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[2] Sugianto Sugianto, Kamarudin Kamarudin, and Ahmad Hanan, "Improving Students' Speaking Skill Through Task Based Language Teaching At Mandalika University Of Education," *JUPE : Jurnal Pendidikan Mandala* 5, no. 6 (2020): 56–60, https://doi.org/10.58258/jupe.v5i6.1615.

[3] Rifa Suci Wulandari, Ratri Harida, and Tomy Kartika Putra, "Pelatihan Public Speaking Dan Bahasa Inggris Duta Wisata Kabupaten Ponorogo," *Society : Jurnal Pengabdian Masyarakat* 1, no. 4 (2022): 209–14, https://doi.org/10.55824/jpm.v1i4.117.

that the CEFR provided a useful framework for evaluating speaking skills, but highlighted the need for more attention to be given to the assessment criteria.[4]

Based on the relevant research review, a qualitative research approach would be appropriate for analyzing the speaking skills of Duta Pariwisata Parepare 2022. Qualitative methods such as observation, interviews, and focus groups could be used to assess the students' speaking skills in a naturalistic setting. The use of the CEFR could provide a useful framework for assessing the students' proficiency levels and identifying areas for improvement.

In conclusion, previous research on speaking skills in tourism contexts and the use of the CEFR in assessing speaking skills provides a useful background for the analysis of the speaking skills of Duta Pariwisata Parepare 2022. A qualitative research approach could be used to assess the students' speaking skills, and the CEFR could provide a useful framework for assessing proficiency levels.

B.   Partinent Ideas

The role of Tourism Ambassador or Duta Pariwisata in promoting tourism destinations has become increasingly important in recent years. Speaking skill is one of the essential competencies that Tourism Ambassadors must possess to effectively communicate with tourists. This theory review aims to explore the concept of speaking skill, its components, and its relevance to the Tourism Ambassador program.

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[4] Juraev, "Teaching And Preparation Of Competetive Guides For Tourism In Uzbekistan," *Mental Enlightenment Scientific-Methodological Journal* 2021 (2021): 158–68,

1.   Speaking Skill

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).[5] These elements are closely interrelated and can impact the effectiveness of communication. Speaking skill is crucial in the Tourism Ambassador program as it enables ambassadors to convey information about tourist destinations, provide assistance to tourists, and represent their community in a positive light.

Components of Speaking Skill The components of speaking skill are interconnected, and it is necessary to have a balance of all these components to achieve effective communication. The following are the key components of speaking skill:

Tenses: Tenses are verb changes that are affected by time and the degree of perfection of its occurrence. Tenses has a very big role in a sentence. Or simply Tenses are defined as sentence patterns in English that changes according to the time of occurrence of events in the past (past), present (present) and the future (Future).[6]

Pronunciation: The ability to articulate sounds and stress patterns in words, phrases, and sentences accurately and clearly.

Vocabulary: The ability to use a range of words and phrases appropriately and effectively.

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[5] shiamaa abd El Fattah Torky, "The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students A Thesis Supervised By," *Ain Shams University Women's College Curricula and Methods of Teaching Departement*, 2014, 30, https://doi.org/10.1200/JCO.2005.05.4296.

[6] Riani Prihatini Ishak, S.Pi. M.M., Basic English Handbook Grammar Conversation for University Student (Eureka Media Aksara, 2021), p. 56.

Fluency: The ability to speak smoothly, without undue hesitation, and with an appropriate rate of speech.

Coherence: The ability to organize ideas and express them coherently and logically.[7]

Relevance to Tourism Ambassador Program Speaking skill is a crucial aspect of the Tourism Ambassador program as it helps ambassadors to communicate effectively with tourists, promote tourism destinations, and represent their community in a positive light. The program aims to develop the communication skills of Tourism Ambassadors through training and practical experience.The effectiveness of the program can be assessed by analyzing the speaking skill of the ambassadors and their ability to communicate with tourists.

In conclusion, speaking skill is an essential competency that Tourism Ambassadors must possess to communicate effectively with tourists. The components of speaking skill are interconnected, and it is necessary to have a balance of all these components to achieve effective communication. The Tourism Ambassador program aims to develop the communication skills of Tourism Ambassadors through training and practical experience. The analysis of speaking skill of Duta Pariwisata Parepare 2022 can provide valuable insights into the effectiveness of the program and help identify areas for improvement.

2.   **Defining Tourism Ambassador**

Tourism ambassador is defined as an individual who represents a destination and provides assistance and information to visitors. They are selected and trained to

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[7] Gunaldi Masbirran and Andi Fauzi, "Speaking Skill in Using Community Language Learning (Cll)," *Indonesian Journal of Integrated English Language Teaching* 3, no. 2 (2018): 2, https://doi.org/10.24014/ijielt.v3i2.4844.

promote the destination and improve the visitor experience. Tourism ambassador programs vary in terms of their scope and objectives, and the selection criteria and training programs for tourism ambassadors differ depending on the destination and the goals of the program.

In the case of Parepare, a city in South Sulawesi, Indonesia, the local government established a tourism ambassador program to promote the city's natural and cultural attractions. The program, known as Duta Pariwisata Parepare, was launched in 2014 and has since trained and appointed several batches of tourism ambassadors. The ambassadors are selected from local high schools and universities based on their English proficiency and interest in tourism. They undergo a comprehensive training program that includes language training, destination knowledge, and soft skills development.

The role of the Duta Pariwisata Parepare is to provide assistance and information to visitors, promote the city's attractions, and conduct tours and events. They are also expected to represent the city at various tourism-related events and exhibitions. The program aims to improve the quality of tourism services in Parepare and increase the number of visitors to the city.

Tourism is a study of man (sic) away from his usual habitat, of the industry which responds to his needs and the impacts that both he and the industry have for the host socio-cultural, economic and physical environments.[8] The role of tourism ambassadors varies depending on the destination and the goals of the program. In the case of Parepare, the Duta Pariwisata Parepare program has been successful in training and appointing tourism ambassadors who are knowledgeable and enthusiastic about

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[8] Peter Mason, *Social Change and the Growth of Tourism*, *Tourism Impacts, Planning and Management*, 2020, 6, https://doi.org/10.4324/9780429273544-2.

promoting the city's attractions. The program has contributed to the improvement of tourism services in Parepare and has helped to increase the number of visitors to the city.

3.   CEFR

The CEFR is a framework, published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening and writing at six reference levels.[9]

Assessing speaking skills can be challenging, as it involves not only measuring linguistic knowledge but also evaluating a range of communicative competencies such as fluency, coherence, and interactional skills. To address these challenges, language assessments need to be designed and justified carefully, taking into account the specific purposes and contexts of the assessment[10].

The levels of CEFR offer a detailed breakdown of language proficiency, enabling individuals and institutions to assess and improve language skills effectively. For instance, A1 (beginner) indicates basic language skills, while B2 (advanced) represents the highest level of language proficiency. Each level specifies the ability of an individual in reading, writing, listening, and speaking in the target language, providing a comprehensive understanding of one's language capabilities.

According to the website English Proficiency, the Common European Framework of Reference for Languages (CEFR) is structured into several levels to gauge one's proficiency in English. These levels encompass a wide range of language

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[9] Good Practice, "Using the CEFR," no. October (2011)

[10] Japan Association for Language Teaching (JALT), "CEFR Journal – Research and Practice" 3, no. October (2020).

skills and aptitudes, allowing for a comprehensive assessment of an individual's linguistic capabilities. The CEFR framework is typically divided into three major categories:

- **Level A (Basic)**: Level A includes A1 and A2, representing very basic English language skills. At this level, users can:

  - **A1 (Beginner)**: Introduce themselves with simple terms, comprehend and use everyday expressions, and interact with assistance from others.

  - **A2 (Elementary)**: Understand and use frequently used expressions, communicate in routine tasks, and describe straightforward situations.

- **Level B (Advanced): Level B includes B1 and B2, signifying reasonably fluent English skills. At this level, users can:**

  - **B1 (Intermediate):** Grasp the main ideas from familiar contexts or statements, communicate while traveling to English-speaking places, and express simple and connected thoughts on known topics.

  - **B2 (Upper Intermediate):** Understand the main ideas from concrete or abstract contexts, interact fluently and spontaneously with native speakers, and produce clear and detailed texts on a variety of subjects.

This framework provides a comprehensive and structured approach to evaluating language proficiency, allowing for a precise assessment of one's capabilities in English.[11]

The CEFR is essential not only for individuals aiming to gauge their language proficiency but also for organizations and institutions, particularly in educational and professional settings. Its standardized approach aids in understanding and comparing

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[11] English Proficiency Editorial Team, "What Are CEFR Language Levels?," 2021, https://englishproficiency.com/blog/cefr-language-levels/?expand_article=1.

language competencies, ultimately promoting effective communication in diverse environments.

C.   Conceptual Framework

The aim of this research is to analyze the speaking skill of Duta Pariwisata Parepare in 2022, which is a group of tourism ambassadors promoting the tourism industry in Parepare, Indonesia. To achieve this aim, a conceptual framework is proposed based on the literature review.

The proposed conceptual framework consists of two main components: (1) Speaking Skills, and (2) Tourism Ambassadors Speaking Skill. These two components are interconnected and are expected to influence each other. The proposed framework is illustrated in the following diagram:
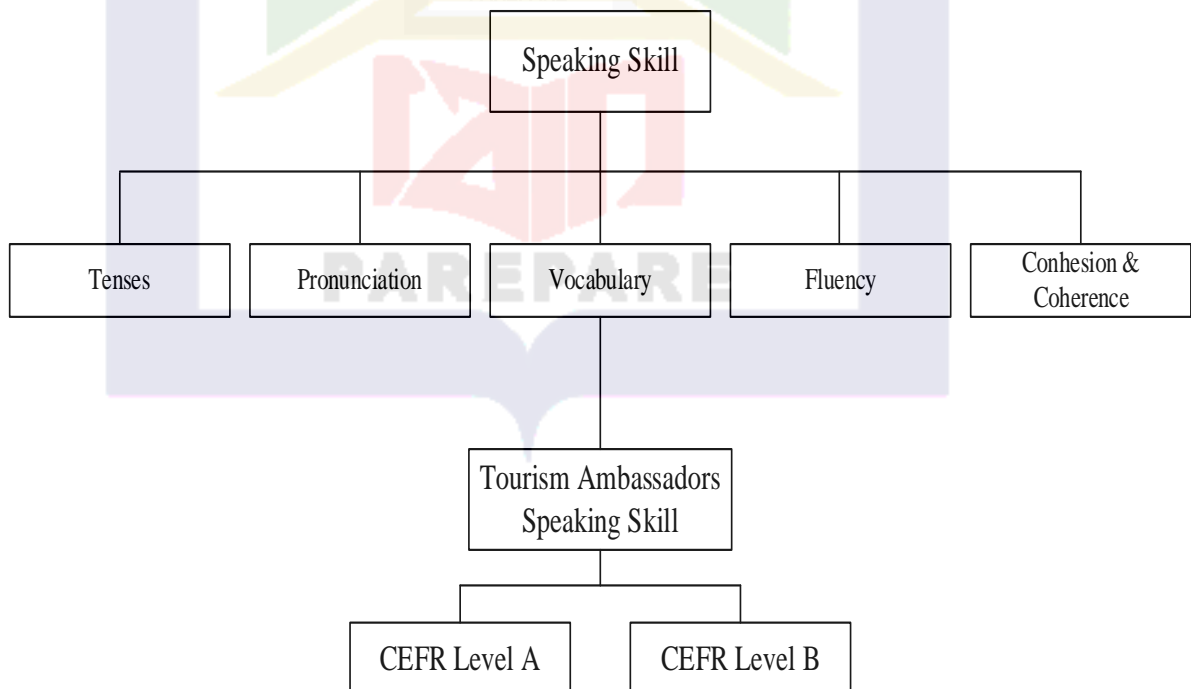
First Component: Speaking Skill

In this component, Speaking Skill serves as the independent variable representing the speaking abilities of the 'Duta Pariwisata Parepare'. This speaking skill is analyzed through five main aspects:

1. **Tenses**: The ability to use various tenses or time aspects in English.
2. **Pronunciation**: The ability to pronounce words and phrases correctly in English.
3. **Vocabulary**: The ability to use appropriate and varied vocabulary.
4. **Fluency**: The ability to speak smoothly, without pauses or hesitation.
5. **Cohesion & Coherence**: The ability to construct well-structured and interconnected sentences.

Second Component: Tourism Ambassadors' Speaking Skill

The second component of this conceptual framework is the dependent variable reflecting the speaking abilities of the 'Duta Pariwisata Parepare' in their professional context. This speaking ability is classified based on CEFR (Common European Framework of Reference for Languages) Levels:

1. **CEFR Level A**: Describes basic speaking abilities, allowing for communication in everyday situations with simple language needs.
2. **CEFR Level B**: Describes advanced speaking abilities, enabling communication in more complex situations, such as discussions and presentations.

CHAPTER III
RESEARCH METHOD

The purpose of this study is to analyze the speaking skills of Tourism Ambassadors in Parepare in 2022. The study focus on identifying the level of English proficiency of the tourism ambassadors and their ability to communicate effectively with tourists. The study also examine the impact of training programs on the speaking skills of tourism ambassadors.

A. Research Design

This study used a descriptive qualitative research design and conducted at the Department of Youth, Sports, and Tourism Office. The aim of the research is to assess the speaking proficiency of the tourism ambassadors for the year 2022, using the Common European Framework of Reference (CEFR) assessment. The CEFR is a standardized language proficiency framework used to measure language skills on a scale from A1 (Beginner) to B2 (Advanced) . By using this assessment, the researcher can identify the language proficiency level of the tourism ambassadors and make recommendations for improving their language skills if necessary. The research involve collecting spoken responses from the tourism ambassadors and analyzing them using the CEFR assessment criteria. The results of this study provide insights into the language proficiency of the tourism ambassadors and inform future language training programs for these individuals.

B.   Location and Duration of the Research

The research take place at the Office of Youth, Sports, and Tourism where the researcher coordinate with the office's administration to arrange for a suitable time and location to gather the tourism ambassadors for the CEFR assessment. The duration of the research take 45 days, allowing sufficient time to conduct the assessment and analyze the data collected to determine the speaking proficiency level of the tourism ambassadors for the 2022 Tourism Ambassador program.

Prior to gathering the tourism ambassadors at the office, the researcher conducted an initial observation of the population being studied to gain a better understanding of their background, experiences, and proficiency level in English. This information was used to develop the appropriate materials and methods to prepare the tourism ambassadors for the assessment.

C.   Population and Sample

The population for this research comprised 20 tourism ambassadors for the year 2022. The sample size for the study consisted of 10 individuals, with an equal split of 5 males and 5 females. To ensure the representativeness of the population, the selection of the sample was done through random sampling. This method allowed for an unbiased selection of participants, ensuring that the results obtained from the study were applicable to the larger population of tourism ambassadors for the year 2022. The study was conducted at the office of the Youth, Sports, and Tourism Department.

D.   Instrument of The Research

The researcher conducted an interview divided into two sessions to collect qualitative data on the participants' experiences and perceptions related to the Tourism Ambassador program. In the first session, the tourism ambassadors were asked to introduce themselves. This was useful for the researcher to identify the tourism ambassadors being studied. The second session involved participants responding to a speaking topic related to tourism or local attractions, which was recorded for evaluation using the CEFR Rubric during the Speaking Assessment Session. The recorded answers were listened to repeatedly to ensure a comprehensive evaluation aligned with the CEFR criteria. The results provided insights into the participants' overall readiness for the 2022 Tourism Ambassador program.

E.   Research Procedure

This study employed the descriptive qualitative research method as the research procedure to explore the speaking level of tourism ambassadors. Qualitative research methods arise because there is a paradigm shift in looking at a reality/phenomenon/symptom.[12]

To collect the necessary data, the researcher utilized an assessment scoring method during the first session of self-introduction. During this session, the tourism ambassadors were asked to introduce themselves and provide information about their background. The data collected in this stage was used to establish a baseline for their speaking ability.

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[12] Zuchri Abdussamad, *Buku Metode Penelitian Kualitatif* (Syakir Media Press, 2022).

The next step involved a speaking assessment where the researcher asked several questions related to the tourism ambassador programs or how they join. The aim of this assessment was to test the tourism ambassadors' understanding and ability to articulate their ideas in English. The responses were recorded and transcribed for further analysis.

After collecting the data, the Common European Framework of Reference for Languages (CEFR) rubric scoring was used to assess the tourism ambassadors' speaking ability. The CEFR rubric is widely used in language assessment and is known for its rigor and reliability. The rubric considers several factors, including Tenses, Pronunciation, Vocabulary, Fluency, Cohesion and Coherence, to provide a comprehensive assessment of language proficiency.

This study provides valuable insights into the speaking level of tourism ambassadors in the context of the tourism industry. The findings of this research could inform the development of language training programs for tourism ambassadors, with the aim of improving their ability to communicate effectively in English. In addition, this research could contribute to the ongoing efforts to enhance the quality of tourism services in the region by equipping tourism ambassadors with the necessary language skills to cater to the needs of foreign tourists.

F.   Technique of Data Analysis

The technique of data analysis used in this study involved several steps. Firstly, the recorded responses from the speaking assessment were transcribed and organized

for further analysis. The transcribed data was then reviewed and checked for accuracy to ensure that the responses were properly recorded.

Next, the researcher analyzed the data using content analysis to identify the patterns and themes that emerged from the responses. Content analysis is a research method that involves identifying and coding patterns and themes in data to make sense of it. The researcher identified common themes related to the tourism industry, such as favorite tourist destinations, cultural experiences, and travel experiences.

After the initial coding, the researcher conducted a more in-depth analysis to identify the types of errors made by the tourism ambassadors when speaking in English. The researcher used Brown's theory to categorize errors into four types: omission, addition, misformation, and misorder. The researcher then analyzed the errors to identify possible causes and sources of these errors.

Finally, the researcher used the CEFR rubric to assess the speaking level of the tourism ambassadors. The rubric considers several factors, including Tenses, Pronunciation, Vocabulary, Fluency, Cohesion and Coherence, to provide a comprehensive assessment of language proficiency. The researcher used the rubric to evaluate the tourism ambassadors' speaking ability and to identify areas for improvement.

Overall, the technique of data analysis used in this study allowed the researcher to identify patterns and themes in the data, as well as to identify specific errors made by the tourism ambassadors when speaking in English. The use of the CEFR rubric provided a standardized and rigorous method for assessing language proficiency, which is widely recognized and used in language assessment research.

The Common European Framework of Reference for Languages (CEFR) provides a structured way to describe and assess a learner's language proficiency. It is often broken down into different levels: A1 and A2 (Basic), B1 and B2 (Advanced).[13] Below is a sample rubric for a speaking assessment, aligned with the CEFR levels:

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[13] University of Cambridge ESOL Examinations, "Examples Of Speaking Performance At CEFR Levels A2 To C2 (Taken from Cambridge ESOL ' s Main Suite Exams) Project Overview," *Assessment* 2 (2009): 1–15.

Levels	Assesment Criteria				
	Tenses	**Pronunciation**	**Vocabulary**	**Fluency**	**Cohesion/ Coherance**
A1 (Beginner)	Basic use of simple present and past tenses.	Basic word pronunciation that is understandable. **Word Clarity:** Pronunciation of individual words. **Accuracy:** Correct articulation of basic sounds. **Intonation:** Simple rising and falling intonation patterns. **Rhythm:** Basic rhythm and stress patterns in speech.	Use of everyday vocabulary.	Ability to articulate simple sentences without excessive pauses. **Flow:** Smoothness of speech. **Pacing:** Rate of speech. **Spontaneity:** Ability to produce sentences with minimal hesitation.	Ability to construct basic sentences.

Levels	Assesment Criteria				
	Tenses	Pronunciation	Vocabulary	Fluency	Cohesion/ Coherance
A2 (Elementary)	Use of simple present, past, and future tenses.	Clear pronunciation of basic words. **Word Clarity:** Pronunciation of familiar words. **Accuracy:** Correct articulation of sounds and words. **Intonation:** Basic intonation patterns. **Rhythm:** Basic rhythm with some variation.	Use of more complex sentences and variations in vocabulary.	Ability to express sentences and ideas at a moderate pace. **Flow:** Consistency in speech. **Pacing:** Moderate speed of speaking. **Spontaneity:** Ability to produce sentences with some hesitation.	Ability to construct slightly longer sentences.
B1 (Intermediate)	Competent use of a variety of tenses.	Clear pronunciation with intonation.	Adequate use of vocabulary in various contexts.	Ability to express sentences and ideas at a	Ability to construct and link

Levels	Assesment Criteria				
	Tenses	Pronunciation	Vocabulary	Fluency	Cohesion/ Coherance
		Word Clarity: Pronunciation of a range of words. **Accuracy:** Correct articulation of more complex sounds. **Intonation:** Varied intonation patterns to convey meaning. **Rhythm:** More consistent rhythm and stress patterns.		moderate pace with good fluency. **Flow:** Smoothness and coherence in speech. **Pacing:** Controlled speed and rhythm. **Spontaneity:** Ability to respond naturally with minimal hesitation.	sentences coherently.

Levels	Assesment Criteria				
	Tenses	**Pronunciation**	**Vocabulary**	**Fluency**	**Cohesion/ Coherance**
B2 (Upper Intermediate)	Proficient use of various tenses and structures.	Clear pronunciation with minimal accent. **Word Clarity:** Accurate pronunciation of diverse vocabulary. **Accuracy:** Precision in articulation and sound production. **Intonation:** Advanced intonation to convey nuances.	Use of diverse vocabulary and appropriate contexts.	Ability to articulate sentences fluently and structured ideas. **Flow:** Fluid and coherent speech. **Pacing:** Even and appropriate speed. **Spontaneity:** Ability to speak with ease and minimal hesitation.	Ability to construct and link complex sentences coherently.

Levels	Assesment Criteria				
	Tenses	Pronunciation	Vocabulary	Fluency	Cohesion/ Coherance
		Rhythm: Natural and varied rhythm in speech.			

Table 3.1 CEFR Levels with Assessment Criteria

Rubrick Scooring

To ensure a comprehensive and objective assessment of speaking skills, the following methods are used:

1. **Tenses, Vocabulary, and Cohesion/Coherence:**
   o **Data Collection:** Voice notes from the Tourism Ambassadors are transcribed using the Turboscribe website, which converts audio into text.
   o **Automated Analysis:** The transcribed text is then analyzed using an AI-based language processing tool. This tool evaluates language accuracy and structure, identifying errors and providing feedback on the use of tenses, vocabulary, and cohesion/coherence.
   o **Error Identification and Feedback:** The AI tool generates detailed comments and explanations for any identified language errors or inaccuracies.
   o **CEFR Level Assignment:** Based on the AI analysis and provided feedback, scores are assigned according to the CEFR levels (A1 to B2). This process ensures a standardized and objective evaluation of language proficiency.

2. **Pronunciation and Fluency:**
   o **Manual Evaluation:** Pronunciation and fluency are assessed by listening to the voice notes multiple times. Evaluators focus on criteria such as word clarity, accuracy, intonation, rhythm, flow, pacing, and spontaneity.

- o **Assessment Criteria:** Evaluators use the established criteria for pronunciation and fluency to rate the performance of each Tourism Ambassador.

- o **Comparative Analysis:** Results are compared across all ambassadors to identify strengths and weaknesses. This comparison allows for accurate and fair scoring based on CEFR levels.

By combining automated text analysis with manual evaluation of pronunciation and fluency, this approach provides a thorough and balanced assessment of each ambassador's speaking skills, ensuring precise alignment with CEFR proficiency levels.
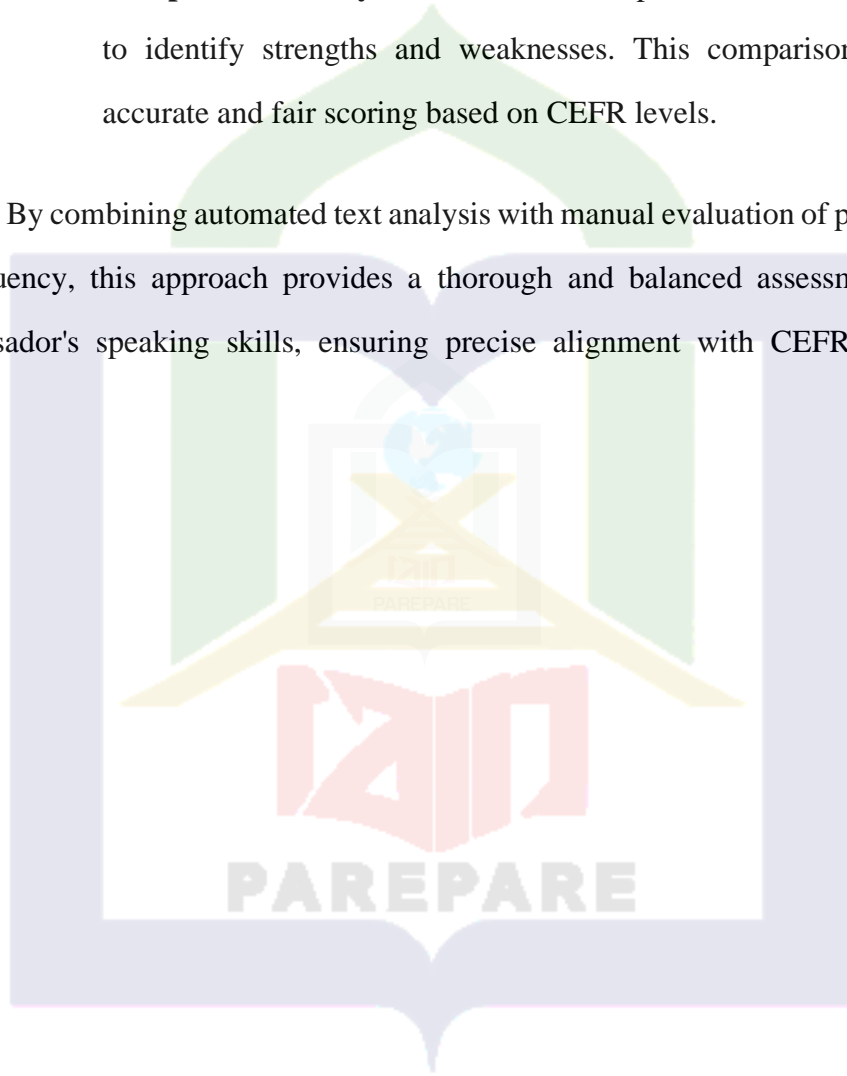
CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The research findings address the core questions about the motivations for becoming a Tourism Ambassador of Parepare, their initial understanding of the role, insights into the program, personal aspirations, and their preparation methods. This chapter provides a detailed analysis of the ambassadors' speaking skills, focusing on five key aspects: Tenses, Pronunciation, Vocabulary, Fluency, and Cohesion/Coherence. For Tenses, Vocabulary, and Cohesion/Coherence, voice notes were transcribed using Turboscribe and analyzed with an AI-based tool that assessed language accuracy and structure. The AI provided feedback on errors and assigned CEFR levels based on this analysis. Pronunciation and Fluency were evaluated manually by repeatedly listening to the voice notes, focusing on criteria such as word clarity, accuracy, intonation, rhythm for Pronunciation, and flow, pacing, spontaneity for Fluency. This approach ensured a thorough assessment, revealing variations in tense usage, pronunciation clarity, vocabulary use, fluency, and coherence among the ambassadors. The results underscore the need for targeted improvements in specific areas to enhance overall speaking proficiency.

1. Language Accuracy and Structure Analysis Results

This sub-section covers aspects related to the correctness and organization of language, including:

a. Tenses: The correct use of verb tenses in speech.

b. Vocabulary: The range and appropriateness of words used.

c. Cohesion/Coherence: How well ideas are connected and logically flow in speech.

Below are the results of the assessment of some participants' English language skills. This assessment covers four main aspects: Tenses, Vocabulary, and Cohesion/Coherence. Each aspect was assessed independently to give a clearer picture of the strengths and areas for improvement for each participant. The assessment results are summarized in the following table:

Assessment Aspect	FZH	MNM	SS	AF	SRR	AMR	XW	RDO	ID	AR
Tenses	65	72	75	70	78	72	70	75	76	75
Vocabulary	60	68	72	68	74	70	68	72	78	78
Cohesion/ Coherence	68	70	70	68	76	75	65	78	76	76
Overall	64	70	72	69	76	72	68	75	76	76

Table 4.1 Language Accuracy and Structure Analysis Results

Below are the results of the analysis of each tourism ambassador;

1)   FZH

FZH shows correct use of present perfect tense: "I have just completed my studies." Vocabulary is varied with terms like "dedicate, contribute, inspire," though there's a minor error: "the of tourism" should be "tourism." Cohesion and coherence are generally good, but redundant phrasing should be

revised, e.g., "One of the programs of the Parapare City tourism ambassador is to promote the city as the city of love through events or festivals held there."

2)   MNM

MNM correctly uses present tense: "I am a student at the State Islamic University of Paripara." The vocabulary is appropriate and varied; however, "tourism ambassador" should be "tourism ambassadors." The text is cohesive and coherent, but adding a comma for clarity, e.g., after "important guests" in "I am very happy and enjoy it a lot when I am assigned to welcome important guests because it is an opportunity for me to meet them," would improve readability.

3)   SS

SS uses past tense correctly: "I graduated from UMPAR." The vocabulary is well-varied, though "kits and maps" should be "information kits and maps." Cohesion and coherence are good, but revising "Being friendly, approachable and knowledgeable are key" to "Being friendly, approachable, and knowledgeable is key" would enhance clarity.

4)   AF

AF uses present continuous correctly: "I am currently studying in University of Muhammadiyah, Parepare." The vocabulary is varied, with a minor correction needed: "information kits" should be "informational kits." Cohesion and coherence are strong, with an added comma for clarity needed

after "unique aspects" in "I hope to attract more visitors, highlight our city's unique aspects and improve my communication skills."

5)   SRR

SRR shows correct use of present perfect tense: "I have already graduated from IAIN Parepare." The vocabulary is varied, though "Firstly" should be "First." Cohesion and coherence are strong, with a suggestion to separate complex sentences for clarity.

6)   AMR

AMR correctly uses present tense: "I'm a student of Alauddin Islamic State University." The vocabulary is varied, but "forgeries" should be "itineraries." Cohesion and coherence are strong, with no corrections needed for some sentences.

7)   XW

XW uses past tense correctly: "I attended Payangkari Kindergarten in 2005 until 2006." The vocabulary is varied, with a minor correction needed: "interesting understanding" should be "raising awareness." Cohesion and coherence are good, but revising complex sentences for clarity would improve the text.

8) RDO

RDO correctly uses past tense: "I recently graduated from Poltekes Kemenkes Makassar." The vocabulary is varied, but "browsers" should be "brochures." Cohesion and coherence are strong, with a suggestion to revise complex sentences for consistency.

9) ID

ID uses past tense correctly: "I decided to become a tourism ambassador of Parepare." The vocabulary is varied, but "I am graduated" should be "I graduated." Cohesion and coherence are strong, with a suggestion to revise complex sentences for better flow.

10) AR

AR shows correct use of present perfect tense: "Being a tourism ambassador has been my dream since I was in high school." The vocabulary is varied, though "roles" could be replaced with "duties." Cohesion and coherence are strong, with a suggestion to revise complex sentences for clarity.

2. Speech Delivery and Communication Analysis Results

This sub-section focus on the aspects of delivering speech effectively and engagingly, including:

a. Pronunciation: The clarity and correctness of pronouncing words.
b. Fluency: The smoothness and flow of speech without unnecessary pauses or hesitations.

a. Pronunciation

Pronunciation is a crucial aspect of speaking skills evaluated in the Duta Pariwisata Parepare 2022. The assessment of pronunciation includes several sub-aspects, such as clarity and accuracy of word pronunciation, accuracy or correctness of vowel and consonant sounds, appropriate use of intonation, correct rhythm or word stress placement, and overall pronunciation evaluation. The assessment results are summarized in the following table:

Aspect	INITIALS									
	FZH	**MNM**	**SS**	**AF**	**SRR**	**AMR**	**XW**	**RDO**	**ID**	**AR**
Word	75	39	39	60	92	93	80	62	91	85
Accuracy	64	47	34	61	90	90	82	61	90	85
Intonation	61	41	37	62	88	90	86	59	89	87
Rhythm	65	33	35	54	89	84	74	60	90	86
Overall	**66**	**40**	**36**	**59**	**89**	**89**	**80**	**60**	**90**	**85**

Table 4.2 Pronunciation Analysis Results

Below are the results of the analysis of each tourism ambassador;

Word Clarity and Accuracy

1) **FZH**: Pronunciation of "honor facing culture" is inaccurate, affecting message clarity. Intonation in "I think I enjoy every moment as a tourism ambassador.." is enthusiastic, creating a positive impression.

2) **MNM**: Words like "university" and "expand" are mispronounced. Pronunciation of "learn" with incorrect vowel reduces accuracy. Intonation of most sentences sounds like reading, reducing communicative effect.

3) **SS**: Mispronunciation of "tourism" and "passionate" reduces message clarity. "Presenting" should be pronounced "prisenting." Intonation is inconsistent, requiring more emphasis on key words.

4) **AF**: Words like "currently" sound unclear, and "tourist" is mispronounced. Pronunciation of "prepare" with incorrect vowel reduces accuracy. Intonation in long sentences like "I hope to attract more visitors, highlight our city's unique aspects, and improve my communication skills" needs to be better managed for clear messaging.

5) **SRR**: Mispronunciation of "familiarize," but overall, other words are well-pronounced. Intonation in the phrase "My desire" sounds passionate and determined, providing the right emotional emphasis.

6) **AMR**: Word "directly" is mispronounced. Intonation in "I absolutely love my hometown and I wanted to share its beauty with everyone." shows positive emotion and enthusiasm.

7) **XW**: Mispronunciation of "2015" as "two thousand faivteen." Words like "bachelor" and "society" need improvement. Intonation in "My Motivation" conveys positive feelings and strong motivation.

8) **RDO**: Words like "tourism" and "latest" need improvement, and intonation is too flat, lacking emotional expression.

9) **ID**: Overall pronunciation and intonation are good, with minor improvements needed for complex words. Intonation in "initially" conveys emotions related to starting a process.

10) **AR**: Word "constantly" is mispronounced. Pronunciation of "quarantine" is incorrect. Intonation in "actually" is correct, showing proper emphasis.

Intonation and Rhythm

1) **FZH**: Intonation shows enthusiasm, but the rhythm needs improvement, especially with complex words.

2) **MNM**: Monotonous intonation and lack of dynamics reduce communication effectiveness. Rhythm needs more variation for better message delivery.

3) **SS**: Inconsistent intonation and rhythm reduce message clarity. Emphasis on key words needs improvement.

4) **AF**: Intonation in long sentences needs better management for clarity. Rhythm is good but needs more dynamism in some parts.

5) **SRR**: Intonation shows strong emotion, and the rhythm is excellent, especially with complex words like "CUL-tur-al HER-i-tage."

6) **AMR**: Intonation shows positive emotion, and rhythm is good. Minor improvements needed on word emphasis.

7) **XW**: Positive intonation in "My Motivation," but rhythm needs more consistency.

8) **RDO**: Intonation is too flat, and rhythm is too monotonous, reducing communicative effect.

9) **ID**: Good intonation and rhythm with minor improvements needed for emphasis on complex words.

10) **AR**: Intonation and rhythm show proper emphasis but need slight improvement on certain words.

b.   **Fluency**

Fluency assesses the smooth flow of speech without excessive pauses or repetitions, balanced speaking speed, ability to speak spontaneously and naturally, and overall fluency evaluation. The assessment results are summarized in the following table:

Aspect	INITIALS									
	FZH	**MNM**	**SS**	**AF**	**SRR**	**AMR**	**XW**	**RDO**	**ID**	**AR**
Flow	72	31	40	53	93	92	78	64	90	85
Pacing	70	50	42	58	83	85	72	49	83	79
Spontaneity	59	42	41	50	86	86	80	53	87	80
Overall	**67**	**41**	**41**	**53**	**87**	**87**	**76**	**55**	**86**	**81**

Table 4.3 Fluency Analysis Results

Below are the results of the analysis of each tourism ambassador;

Flow and Pacing

1) **FZH**: Pacing in long sentences is slightly slow, but overall flow is good. Sentence "dedicate contribute and to share my potential and experience and inspire everyone especially the younger generation" is slightly slow, needing faster delivery for better fluency.

2) **MNM**: Frequent repetition of words like "additionally" and "that," and speaking speed is too slow. Sentence "My initial understanding of tourism was that it is a profession where one gets to travel to various places they find interesting" has many pauses, reducing flow.

3) **SS**: Repetition in the phrase "Being friendly," and speaking speed is too slow, sounding like reading. More practice needed to improve flow.

4) **AF**: Repetition in the phrase "unique aspects," and delivery speed can be increased slightly. Sentence "Being friendly approachable and well-informed helps me interact effectively" needs faster delivery for improved fluency.

5) **SRR**: Pauses in "my other specific motivation is..." need improvement, but overall pace is excellent. Sentence "Firstly I familiarize myself with the key..." shows good spontaneous ability.

6) **AMR**: Pauses in "directly assist tourists" and "through this program" need improvement, but overall pace is very good. Use of "plus" indicates more to be said, enhancing the impression of spontaneity.

7) **XW**: Repetition of the word "maintaining," overall speed is very slow. Mistake in the year "University of Parepare in 2000" indicates low spontaneity.

8) **RDO**: Repetition of the word "ambassadors," speaking speed is too fast and rushed. Sentence "speaking very spontaneously but too fast" indicates a need for better control in speaking speed.

9) **ID**: Repetition of words "events" and "enjoyable," but speaking speed is correct. Sentence "overall is good" shows high spontaneous ability.

10) **AR**: Repetition in the phrase "the city of Parepare," delivery speed needs to be slightly increased. Sentence "so the most interesting and I like is when we

become tour guides there we take tourists around the city of Parepare" shows a need for slight speed increase.

Spontaneity

1) **FZH**: Spontaneous delivery but with some unnecessary pauses. More practice needed to reduce pauses.

2) **MNM**: Many pauses in long sentences, sounding like reading. More practice needed to improve flow.

3) **SS**: Low spontaneity due to slow speaking speed, sounding like reading. More practice needed to increase spontaneity.

4) **AF**: Fairly good spontaneity but with some pauses that need to be avoided. More practice can help reduce pauses.

5) **SRR**: Shows good spontaneous speaking ability with some improvements needed. More practice can enhance spontaneity.

6) **AMR**: Shows good spontaneity with minimal pauses. Minor improvements needed to eliminate pauses.

7) **XW**: Mistake in the year indicates low spontaneity. More practice needed to improve spontaneity.

8) **RDO**: Very spontaneous but too fast. Better control of speaking speed is needed.

9) **ID**: High spontaneity with minimal pauses. Minor practice needed to reduce existing pauses.

10) **AR**: High spontaneity with nearly correct speed. Minor practice needed to slightly increase delivery speed.

3.   **Assessment and CEFR Levels**

After conducting the analysis and providing assessments to the tourism ambassadors to determine their speaking levels using the CEFR framework, we obtained the total scores from five aspects: Tenses, Pronunciation, Vocabulary, Fluency, and Cohesion/Coherence.

Below are the results of the speaking analysis of the tourism ambassadors

Speaking Components	FZH	MNM	SS	AF	SRR	AMR	XW	RDO	ID	AR
Tenses	65	72	75	70	78	72	70	75	76	75
Pronunciation	66	40	36	59	89	89	80	60	90	85
Vocabulary	60	68	72	68	74	70	68	72	78	78
Fluency	67	41	41	53	87	87	76	55	86	81
Cohesion and Coherence	67	70	72	68	76	75	65	78	78	76
Overall	**65**	**58.2**	**59.2**	**63.6**	**80.8**	**78.6**	**71.8**	**68**	**81.6**	**79**

Table 4.4 Analysis Result

Level A1: Average Score ≥ 1 and Average Score < 25

Level A2: Average Score ≥ 25 and Average Score < 50

Level B1: Average Score ≥ 50 and Average Score < 75

Level B2: Average Score ≥ 75 and Average Score < 100

CEFR Levels	FZH	MNM	SS	AF	SRR	AMR	XW	RDO	ID	AR
A1 (1-24)										
A2 (25-49)										
B1 (50-74)	✓	✓	✓	✓			✓	✓		
B2 (75-100)					✓	✓			✓	✓

Table 4.5 CEFR Result

From the assessment results, it is clear that four Tourism Ambassadors have reached a CEFR Speaking Level of B2. This means they can communicate well in many different situations. Six Tourism Ambassadors have achieved a CEFR Speaking Level of B1, which shows they can handle conversations on familiar topics but may have some challenges with fluency and complexity. This distribution shows the different levels of language proficiency among the participants, highlighting their strengths and areas where they can improve their speaking skills.

B. Discussion

In this section, the writer delve into a detailed analysis of the findings presented in the previous chapter. This discussion will interpret the results in relation to the research objectives, literature review, and the broader context of language proficiency and tourism.

1. Interpretation of Key Findings

The ability to use correct tenses is crucial for effective communication. The findings showed that most participants could correctly use simple present and past tenses but struggled with more complex tenses such as the present perfect and future tenses. This is consistent with Sugianto's (2020) findings that students often face difficulties with complex tenses, which require a deeper understanding of grammatical rules.[14]

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[14] Sugianto, Kamarudin, and Hanan, "Improving Students' Speaking Skill Through Task Based Language Teaching At Mandalika University Of Education." JUPE: Jurnal Pendidikan Mandala 5, no. 6 (2020). https://doi.org/10.58258/jupe.v5i6.1615.

Vocabulary knowledge varied among the participants. While some had a rich vocabulary and could express their thoughts clearly, others struggled with finding the right words, especially technical terms related to tourism. This aligns with Juraev's (2021) findings that vocabulary acquisition is a gradual process that can be enhanced through contextual learning and practical application.[15]

The ability to maintain cohesion and coherence in speech was another area of focus. Participants who reached the B2 level demonstrated good control over their speech structure, while those at the B1 level needed to improve their ability to link ideas logically. This finding supports the research by Masbirran and Fauzi (2018), which highlighted the importance of teaching coherence strategies to improve overall speaking skills.[16]

Pronunciation was another challenging area for many participants. While most could pronounce basic words correctly, they had difficulties with more complex words and maintaining correct intonation patterns. According to Wulandari (2019), pronunciation can be significantly improved through regular practice and exposure to native speakers.[17]

Fluency was assessed based on the participants' ability to speak smoothly without unnecessary pauses. Four participants reached a CEFR Speaking Level of B2, indicating good fluency, while six participants were at B1, showing they could handle familiar topics but struggled with more complex conversations. This distribution is

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[15] Juraev, A. Kh. "*Teaching and Preparation of Competitive Guides for Tourism in Uzbekistan*." *Mental Enlightenment Scientific-Methodological Journal*, (2021).

[16] Masbirran and Fauzi, "Speaking Skill in Using Community Language Learning (Cll)." *Indonesian Journal of Integrated English Language Teaching* 3, no. 2 (2018).

[17] Wulandari, Harida, and Putra, "Pelatihan Public Speaking Dan Bahasa Inggris Duta Wisata Kabupaten Ponorogo." *Society: Jurnal Pengabdian Masyarakat* 1, no. 4 (2022).

similar to findings by Nasution and Sukmawati (2019), who observed varying fluency levels among students depending on their exposure to English in practical settings.[18]

Background Influence

The participants' backgrounds significantly influenced their speaking skills. Those with more exposure to English through education or previous roles in tourism demonstrated better proficiency. This aligns with the findings of Kyung Ah (2010), who noted that students with more exposure to English environments tend to perform better in speaking tasks.[19]

2.   Broader Implications

The findings of this study have significant implications for the development of training programs for tourism ambassadors. By identifying specific areas of weakness, such as advanced tenses, specialized vocabulary, and fluency, training programs can be tailored to address these gaps. This targeted approach is likely to result in more effective communication skills, enhancing the ambassadors' ability to promote Parepare as a tourist destination.

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[18] Sukma Septian Nasution and Nur Najibah Sukmawati, "Model United Nations: Improving the Students' Speaking Skill," *JEES (Journal of English Educators Society)* 4, no. 2 (October 14, 2019): 47–52, https://doi.org/10.21070/jees.v4i2.2100.

[19] Kyung-ah Yu, "The Effect of Raters' Language Background on English-Speaking Test Ratings across Test-Takers' Oral Proficiency Levels," 2010, https://api.semanticscholar.org/CorpusID:146532521.

CHAPTER V
CLOSING

A. Conclusion

Based on the analysis in Chapter IV, we can draw several important conclusions about the speaking skills of the "Duta Pariwisata Parepare" 2022. This research focused on evaluating their proficiency in tenses, vocabulary, cohesion/coherence, pronunciation, intonation, and fluency.

The findings showed that the tourism ambassadors had different levels of proficiency. Four ambassadors reached the CEFR Speaking Level B2, meaning they can communicate well in most situations. Six ambassadors were at the B1 level, able to handle conversations on familiar topics but having difficulties with fluency and complexity. This variation highlights the different language skills among the participants.

Strengths observed include correct use of tenses, a good range of vocabulary, and overall good cohesion and coherence. However, areas needing improvement are pronunciation accuracy, consistency in sentence structure, and using more dynamic intonation and rhythm to make their speech more engaging.

These findings support the goals mentioned in the Introduction, particularly the need to improve the speaking skills of the tourism ambassadors to better represent and promote Parepare's tourism. The study successfully assessed the ambassadors' fluency and overall speaking proficiency, providing a clear picture of their strengths and areas for improvement.

B.   Suggestion

Based on the conclusions, several suggestions are proposed to improve the speaking skills of the "Duta Pariwisata Parepare":

1. **Targeted Training Programs**: Develop specific training programs focusing on pronunciation, intonation, and fluency. Use practical exercises like role-playing, public speaking, and interactive sessions to build confidence and improve spontaneous speaking abilities.

2. **Language Workshops**: Conduct regular language workshops that provide immersive experiences. Include native speakers or language experts to offer direct feedback and corrections.

3. **Use of Technology**: Use language learning apps and software for pronunciation practice, vocabulary building, and interactive speaking exercises. Tools like speech recognition software can help ambassadors practice and get instant feedback.

4. **Regular Assessments**: Implement regular assessments to monitor progress and identify ongoing challenges. These assessments can help tailor the training programs to meet the specific needs of each ambassador.

5. **Cultural Exposure**: Increase opportunities for cultural exposure and interaction with native speakers. This can be done through exchange programs, collaborations with international tourism organizations, and participation in global tourism events.

6. **Peer Review and Feedback**: Establish a peer review system where ambassadors can practice speaking in front of their peers and receive constructive feedback. This collaborative approach can foster a supportive learning environment.

7. **Professional Development**: Encourage continuous professional development by providing access to advanced language courses and certifications. This not only improves their language skills but also adds to their credentials as tourism ambassadors.

By implementing these suggestions, the "Duta Pariwisata Parepare" can significantly improve their speaking skills, enabling them to better promote the cultural and natural beauty of Parepare to both local and international audiences. The ultimate goal is to ensure that these ambassadors can communicate with clarity, confidence, and competence, thereby fulfilling their roles more effectively and contributing to the overall success of Parepare's tourism initiatives.

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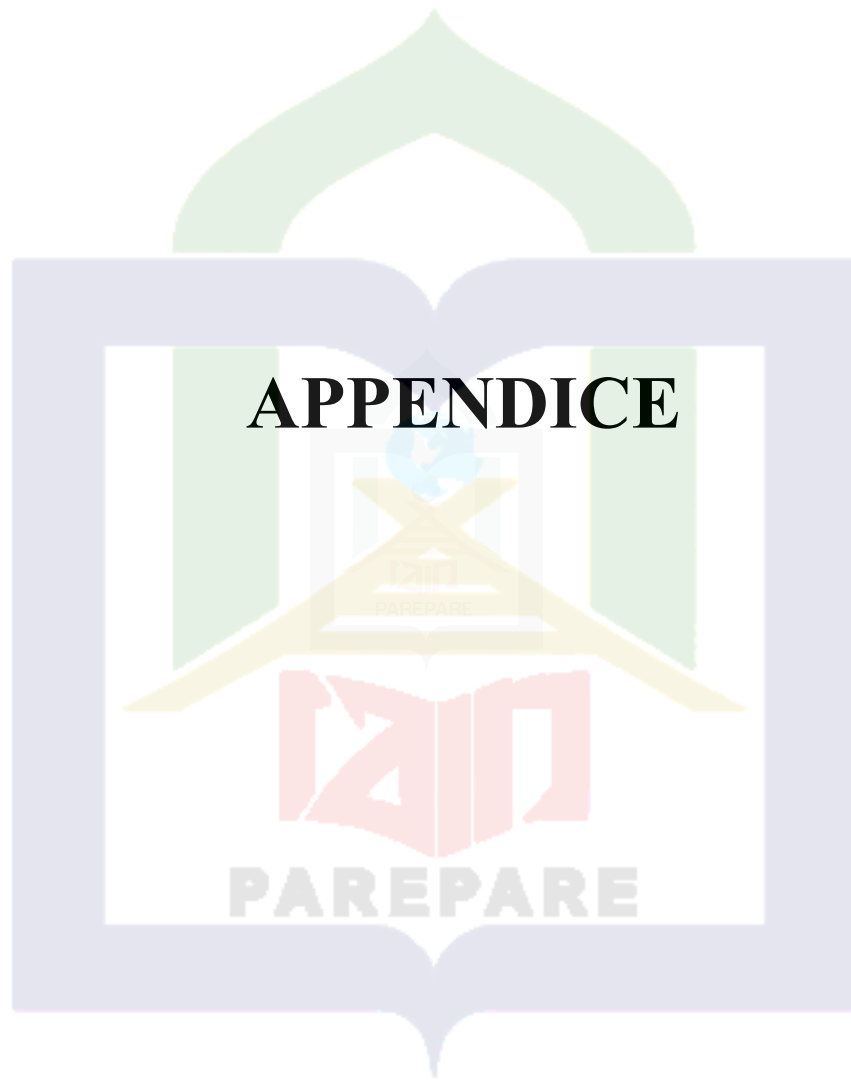
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APPENDICE

Appendix 01 : Instrument

<table>
<tr>
<td rowspan="2">

PAREPARE</td>
<td>KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id</td>
</tr>
<tr>
<td>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</td>
</tr>
</table>

NAME OF THE STUDENT   : REZKY HERYADI MALIK

STUDENT REG. NUMBER   : 17.1300.137

FACULTY / STUDY PROGRAM   : TARBIYAH / ENGLISH DEPARTMENT

THE TITLE OF THESIS   : THE ANALYSIS OF SPEAKING SKILL OF "DUTA PARIWISATA PAREPARE" 2022

INSTRUMENT OF THE RESEARCH

Introduction: The purpose of this assessment is to evaluate the speaking proficiency level of tourism ambassadors for the 2022 Tourism Ambassador program. This assessment is based on the Common European Framework of Reference for Languages (CEFR), which is a widely used standard for evaluating language proficiency.

Instructions: Please answer the following questions to the best of your ability. You will have a total of 3-5 minutes to complete the assessment.

II

Section 1: Personal Information Please fill in the following information:

- Name:
- Age:
- Educational Background:

Section 2: Speaking Assessment Please answer the following questions:

1. How did you decide to join as a Tourism Ambassador of Parepare? Were there any specific motivations or experiences that led you to this role?
2. What was your initial knowledge about the roles and responsibilities of a Tourism Ambassador of Parepare before joining?
3. Can you provide more details about the Tourism Ambassador of Parepare program? What do you hope to achieve through participating in this program?
4. What aspects of the Tourism Ambassador's role do you enjoy the most or find the most interesting?
5. How do you prepare and equip yourself before interacting with tourists or the community as a Tourism Ambassador?

Scoring Rubric:

➢ Level A1: Very basic proficiency   [   ]

➢ Level A2: Basic proficiency   [   ]

➢ Level B1: Intermediate proficiency   [   ]

➢ Level B2: Upper intermediate proficiency   [   ]

Point Distribution:

▪ Level A1 (Beginner): Scores 1-24

▪ Level A2 (Elementary): Scores 25-49.

▪ Level B1 (Intermediate): Scores 50-74.

▪ Level B2 (Upper Intermediate): Scores 75-100.

The determination of this level is based on the score that has been accumulated from the Assessment Rubric sheet.

Thank you for completing the assessment. Your results will be analyzed to determine your speaking proficiency level according to the CEFR.

Assessment Rubric

Speaking Components	Level A1 (1-24)	Level A2 (25-49)	Level B1 (50-74)	Level B2 (75-100)
Tenses				
Pronunciation				
Vocabulary				
Fluency				
Cohesion and Coherence				

Scoring Formula:

Total Score: Total Score = Score Tenses + Score Pronunciation + Score Vocabulary + Score Fluency + Score Cohesion and Coherence

Average Score: Average Score = Total Score / 5

Instructions for CEFR Level Assignment:

- Level A1: Average Score ≥ 1 and Average Score < 20
- Level A2: Average Score ≥ 20 and Average Score < 40
- Level B1: Average Score ≥ 40 and Average Score < 60
- Level B2: Average Score ≥ 60 and Average Score < 80

Example Usage of the Formula:

User A with scores Tenses=45, Pronunciation=21, Vocabulary=67,

Fluency=24, Cohesion and Coherence=32

Total Score: $45 + 21 + 67 + 24 + 32 = 189$

Average Score: $189 / 5 = 37.8$

Based on the CEFR level assignment instructions, User A falls into Level **A2**

because the Average Score is ≥ 20 and < 40.

Parepare, 29th July 2024

Consultant
Commission

Hj. Nurhamdah, S,Ag, M.Pd.   Nur Asiza, M.Pd.
NIP: 197311161998032007   NIP: 198609162023212041

Appendix 02 : Analysis Results

Transcript

SS

Hello, my name is Sulkipli. I am 24 years old and I graduated from UMPAR. I decided to join as a tourism ambassador of Parepare because I have always been passionate.

I love meeting new people and sharing stories about our culture, history and beautiful place. The idea of representing Parepare and helping tourists discover its charm was really exciting for me. Before joining, I knew that a tourism ambassador's role involves promoting the city, guiding tourists and participants in cultural events.

I understood that I will be a representative of Parepare and would need to have a good knowledge of its attraction and history. I really enjoy meeting people from different parts of the world and sharing stories about Parepare with them. It's interesting to see their actions and hear their perspectives.

I also love exploring new places within the city that I may not have visited otherwise and learning more about our local culture and history. Before interacting with tourists, I make sure to stay updated on any new events or attractions in Parepare. I also practice my language skills to communicate effectively.

Additionally, I prepare information kits and maps that I can give to tourists. Being friendly, approachable and knowledgeable are key. So, I always strive to maintain a positive attitude and stay well-informed.

AF

Hello, my name is Aidy Faiz and I am 24 years old. Now, I am currently studying in University of Muhammadiyah, Parepare. Thank you.

I joined as a tourism ambassador because I love my hometown and wanted to share its beauty culture with others. The idea of promotion Parepare and meeting new people was very appealing to me. I knew that the role involved promoting the city, guide tourists and participate in cultural events.

It was about being a friendly and knowledge representative of Parepare. The program promotes Parepare by engage ambassador in events and social media activities. I hope to attract more visitors, highlight our city's unique aspects and improve my communication skills.

I enjoy meeting new people and sharing stories about Parepare. It's exciting to explore the city and learn more about our local culture and history. I stay updated on local events, practice my language skills and prepare information kits for tourists.

Being friendly, approachable and well-informed helps me interact effectively.

AR

My name is Amalia Rahmadhani, often called Amel, I am 20 years old, and I'm from IAIN Parepare study program English education department.

Being a tourism ambassador has been my dream since I was in high school. I also like everything related to tourism, so I intend to join.

Before joining, I have learned about the roles and responsibilities of an ambassador.

Our program as a tourism ambassador is a tourism promotion agent in the city of Parepare, in this program we are constantly promoting tourist attractions online and offline, later from this program it will automatically make the city of Parepare better known in the community.

Because I like traveling, so the most interesting and I like is when we become tour guides, there we take tourists around the city of Parepare.

Actually, we tourism ambassadors have been given training during quarantine, so we already understand tourism material, we already know the city of Parepare, so when we go directly we just apply what we have learned.

1. Language Accuracy and Structure

a. FZH

Tenses:

Strengths:

Example sentences/words: "I have just completed my studies."

Reason: The present perfect is used to show an action that was completed in the past.

Errors:

Sentence: "And this chance to serve outside the region."

Correction: "And this opportunity serves outside the region."

Reason: The use of "serves" is more appropriate to the context of the sentence which indicates a common habit or action.

Value: 65

Vocabulary:

Strengths:

Example sentences/words: "dedicate, contribute, inspire"

Reason: Using a variety of words to express ideas clearly.

Errors:

Word: "the of tourism"

Suggestion: "tourism"

Reason: Error using unnecessary article before the word "tourism".

Value: 60

Cohesion/Coherence:

Strengths:

Example sentences/words: "And if I were asked what role of the tourism ambassador I enjoy the most..."

Reason: This sentence connects ideas clearly and logically.

Errors:

Sentence: "One of the programs of the tourism ambassador of Parapare City is to promote Parapare City as the city of love through events or festivals held in Parapare."

Correction: "One of the programs of the Parapare City tourism ambassadors is to promote the city as the city of love through events or festivals held there."

Reason: Redundancy in the use of "Parapare City" can disrupt sentence cohesion.

Value: 68

b. MNM

Tenses:

Strengths:

Example sentences/words: "I am a student at the State Islamic University of Parepare."

Reason: Use of present tense to express a current situation or state.

Errors:

Sentence: "I prepare myself by studying materials about tourism and receiving guidance and direction from the supervisors."

Correction: "I prepare myself by studying materials about tourism and receiving guidance and direction from the supervisors."

Reason: This sentence is already tenses correct.

Value: 72

Vocabulary:

Strengths:

Example sentences/words: "expand my network, tourism ambassador, develop further"

Reason: Use of appropriate and varied words to convey ideas clearly.

Errors:

Word: "tourism ambassador"

Suggestion: "tourism ambassadors"

Reason: In this context, it is better to use the plural form to refer to more than one tourism ambassador.

Value: 68

Cohesion/Coherence:

Strengths:

Example sentences/words: "Among the various programs of the tourism ambassador, the core program is how we can promote tourism in Parepare."

Reason: This sentence connects ideas clearly and logically.

Errors:

Sentence: "I am very happy and enjoy it a lot when I am assigned to welcome important guests because it is an opportunity for me to meet them."

Correction: "I am very happy and enjoy it a lot when I am assigned to welcome important guests, as it provides me with an opportunity to meet them."

Reason: Added a comma after "important guests" to improve sentence cohesion.

Value: 70

c. SS

Tenses:

Strengths:

Example sentences/words: "I graduated from UMPAR."

Reason: The past tense is used to express actions that have been completed in the past.

Errors:

Sentence: "Before interacting with tourists, I make sure to stay updated on any new events or attractions in Parepare."

Correction: "Before interacting with tourists, I make sure I stay updated on any new events or attractions in Parepare."

Reason: Added "I" before "stay updated" to improve sentence consistency.

Value: 75

Vocabulary:

Strengths:

Example sentences/words: "representing Parepare, promoting the city, cultural events"

Reason: Use of varied words to clearly explain roles and activities.

Errors:

Word: "kits and maps"

Suggestion: "information kits and maps"

Reason: Added "information" to more clearly explain the type of kit provided.

Value: 72

Cohesion/Coherence:

Strengths:

Example sentences/words: "Before interacting with tourists, I make sure I stay updated on any new events or attractions in Parepare."

Reason: This sentence clearly connects the action with the necessary preparation.

Errors:

Sentence: "Being friendly, approachable and knowledgeable are key."

Correction: "Being friendly, approachable, and knowledgeable is key."

Reason: Adjusting the verb "is" to match the singular subject "Being friendly, approachable, and knowledgeable".

Value: 70

d. AF

Tenses:

Strengths:

Example sentences/words: "I am currently studying at the University of Muhammadiyah, Parepare."

Reason: Use of the present continuous to express an action that is currently taking place.

Errors:

Sentence: "The program promotes Parepare by engaging ambassadors in events and social media activities."

Correction: "The program promotes Parepare by engaging ambassadors in events and social media activities."

Reason: Adjusted the verb "engage" to match the plural subject "ambassadors".

Value: 70

Vocabulary:

Strengths:

Example sentences/words: "share its beauty culture, promote Parepare, cultural events"

Reason: Use of varied words to clearly explain activities and objectives.

Errors:

Word: "information kits"

Suggestion: "informational kits"

Reason: Added "al" to provide a clearer description of the type of kit provided.

Value: 68

Cohesion/Coherence:

Strengths:

Example sentences/words: "Being friendly, approachable and well-informed helps me interact effectively."

Reason: This sentence clearly connects the required properties with the expected results.

Errors:

Sentence: "I hope to attract more visitors, highlight our city's unique aspects and improve my communication skills."

Correction: "I hope to attract more visitors, highlight our city's unique aspects, and improve my communication skills."

Reason: Added a comma after "unique aspects" to improve sentence cohesion.

Value: 68

e. SRR

Tenses:

Strengths:

Example sentences/words: "I have already graduated from IAIN Parepare."

Reason: The present perfect is used to show an action that has just been completed in the past.

Errors:

Sentence: "Before interacting with tourists or the community as a tourism ambassador of Parepare is I make sure to prepare and equip myself in several ways."

Correction: "Before interacting with tourists or the community as a tourism ambassador of Parepare, I make sure to prepare and equip myself in several ways."

Reason: Added comma after "Parepare" to improve sentence cohesion.

Value: 78

Vocabulary:

Strengths:

Example sentences/words: "cultural heritage, natural attraction, hospitality, engaging content, promotional activities"

Reason: Use of varied words to explain ideas clearly.

Errors:

Word: "Firstly"

Suggestion: "First"

Reason: Replaced "Firstly" with "First" for a more formal writing style.

Value: 74

Cohesion/Coherence:

Strengths:

Example sentences/words: "Moreover, I maintain a positive and enthusiastic attitude to engage with tourists and the community in a friendly and welcoming manner."

Reason: This sentence clearly links the necessary strategies and attitudes with the expected results.

Errors:

Sentence: "The program aims to attract more tourists to Parepare by highlighting its unique features and as an ambassador of Parepare I take part in events to create and then create engaging content and assist tourists."

Correction: "The program aims to attract more tourists to Parepare by highlighting its unique features. As an ambassador of Parepare, I take part in events to create engaging content and assist tourists."

Reason: Separates sentences to improve cohesion and clarity.

Value: 76

f. AMR

Tenses:

Strengths:

Example sentences/words: "I'm a student of Alauddin Islamic State University."

Reason: Use of present tense to express a current situation or state.

Errors:

Sentence: "I am expected to guide visitors, share interesting facts about local attractions and participate in community events."

Correction: "I expect to guide visitors, share interesting facts about local attractions, and participate in community events."

Reason: Changed "expected" to "expect" for compatibility with other sentence tenses.

Value: 72

Vocabulary:

Strengths:

Example sentences/words: "beauty, hidden gems, fantastic tourist destination, communication skills"

Reason: Use of varied words to explain ideas clearly.

Errors:

Word: "forgeries"

Suggestion: "itineraries"

Reason: Replace "forgeries" with "itineraries" to better fit the context of providing information to travelers.

Value: 70

Cohesion/Coherence:

Strengths:

Example sentences/words: "I always aim to be friendly, approachable, and well-informed, ensuring every visitor has a fantastic experience."

Reason: This sentence clearly connects the required attitude with the expected result.

Errors:

Sentence: "It's a perfect way to combine my passion for our city with my love for connecting with others."

Correction: "It's a perfect way to combine my passion for our city with my love for connecting with others."

Reason: This sentence is cohesively correct.

Value: 75

g. XW

Tenses:

Strengths:

Example sentences/words: "I attended Payangkari Kindergarten in 2005 until 2006."

Reason: The past tense is used to express actions that have been completed in the past.

Errors:

Sentence: "As an ambassador, of course, I'm at the forefront of promoting tourist attraction in the city of Parepare through social media and inviting all elements of society to visit and enjoy the beloved city of Parepare."

Correction: "As an ambassador, I'm at the forefront of promoting tourist attractions in the city of Parepare through social media and inviting all elements of society to visit and enjoy the beloved city of Parepare."

Reason: Adjusted the verb "am" with the subject "I" for sentence consistency.

Value: 70

Vocabulary:

Strengths:

Example sentences/words: "tourism ambassadors, tourist attractions, social media, community, culture"

Reason: Use of varied words to explain ideas clearly.

Errors:

Word: "interesting understanding"

Suggestion: "raising awareness"

Reason: Replace "interesting understanding" with "raising awareness" to be more appropriate in the context of raising awareness.

Value: 68

Cohesion/Coherence:

Strengths:

Example sentences/words: "Before interacting with tourists or the community as tourism ambassadors, my answer is find out beforehand who you will be meeting with and make sure you understand all the tourist attractions they will visit."

Reason: This sentence relates the preparation needed before interacting well with tourists or the community clearly.

Errors:

Sentence: "And the second question, what was your initial knowledge of the roles and responsibilities of a tourism ambassador of Parepare before joining?"

Correction: "Regarding the second question, my initial knowledge of the roles and responsibilities of a tourism ambassador of Parepare before joining was..."

Reason: Aligning sentences to improve cohesion.

Value: 65

h. RDO

Tenses:

Strengths:

Example sentences/words: "I recently graduated from Poltekes Kemenkes Makassar."

Reason: The past tense is used to express an action that has just been completed in the past.

Errors:

Sentence: "I expect to be involved in guiding visitors, sharing information about local attractions and attending community events."

Correction: "I expect to be involved in guiding visitors, sharing information about local attractions, and attending community events."

Reason: Added the verb "guiding" for consistency and sentence fluency.

Value: 75

Vocabulary:

Strengths:

Example sentences/words: "tourism ambassador, local attractions, community events, communication skills"

Reason: Use of varied words to explain ideas clearly.

Errors:

Word: "browsers"

Suggestion: "brochures"

Reason: Replace "browsers" with "brochures" for a more appropriate word in the context of providing information to tourists.

Value: 72

Cohesion/Coherence:

Strengths:

Example sentences/words: "I make sure to stay updated on the latest attractions and events in Parepare."

Reason: This sentence connects the preparation needed before interacting well with tourists or the community clearly.

Errors:

Sentence: "It's also interesting to explore new areas of the city and learn more about our culture and history throughout this role."

Correction: "It's also interesting to explore new areas of the city and learn more about our culture and history through this role."

Reason: Changed "throughout" to "through" for consistency in sentences.

Value: 78

i. ID

Tenses:

Strengths:

Example sentences/words: "I decided to become a tourism ambassador of Parepare to broaden my horizons and learn more about the tourism industry."

Reason: Use the past tense to express decisions made in the past clearly and precisely.

Errors:

Sentence: "I am graduated from State Polytechnic of Ujung Pandang."

Correction: "I graduated from State Polytechnic of Ujung Pandang."

Reason: Correct use of tense to express graduation in the past.

Value: 76

Vocabulary:

Strengths:

Example sentences/words: "broaden my horizons, tourism industry, engaging content, distinguished guests"

Reason: Use of varied and appropriate vocabulary to explain ideas with clarity and depth.

Errors:

Word: "I am graduated"

Suggestion: "I graduated"

Reason: Use the correct tense according to the required tense.

Value: 78

Cohesion/Coherence:

Strengths:

Example sentences/words: "I decided to become a tourism ambassador of Parepare to broaden my horizons and learn more about the tourism industry."

Reason: This sentence connects personal motivation with professional goals in a clear and logical manner.

Errors:

Sentence: "Making their experiences in Parepare memorable and enjoyable, becoming a tourism ambassador has been a rewarding experience and I look forward to continuing my journey in promoting the wonders of Parepare."

Correction: "By making their experiences in Parepare memorable and enjoyable, becoming a tourism ambassador has been a rewarding experience, and I look forward to continuing my journey in promoting the wonders of Parepare."

Reason: Added the word "By" to improve cohesion and sentence flow.

Value: 75

j. AR

Tenses:

Strengths:

Example sentences/words: "Being a tourism ambassador has been my dream since I was in high school."

Reason: Proper use of the present perfect tense to express a desire that started in the past and continues until now.

Errors:

Sentence: "Before joining, I have learned about the roles and responsibilities of an ambassador."

Correction: "Before joining, I learned about the roles and responsibilities of an ambassador."

Reason: The use of past simple tense is more appropriate to describe actions completed in the past before joining.

Value: 75

Vocabulary:

Strengths:

Example sentences/words: "tourism promotion agents, promoting tourist attractions online and offline, automatically make the city of Parepare better known"

Reason: Use of varied and appropriate vocabulary to explain roles and responsibilities in depth.

Errors:

Word: "roles"

Suggestion: "duties"

Reason: While "roles" is not entirely wrong, "duties" is more specific and may be more appropriate in this context.

Value: 78

Cohesion/Coherence:

Strengths:

Example sentences/words: "Because I like traveling, so the most interesting and I like is when we become tour guides, there we take tourists around the city of Parepare."

Reason: This sentence shows a clear cause-and-effect relationship between personal preferences and the most favored activity in the tourism ambassador role.

Errors:

Sentence: "Our program as a tourism ambassador is a tourism promotion agent in the city of Parepare, in this program we are constantly promoting tourist attractions online and offline, later from this program it will automatically make the city of Parepare better known in the community."

Correction: "Our program as tourism ambassadors is to act as tourism promotion agents in the city of Parepare. In this program, we constantly promote tourist

attractions online and offline, which will automatically make the city of Parepare better known in the community."

Reason: Break a long sentence into two shorter, more coherent sentences to improve readability.

Value: 76

a. Aspects of Assessment Pronunciation

Word: Assessment of the clarity and accuracy of the pronunciation of each word, whether it is easy to understand.

Accuracy: The accuracy of pronunciation of vowel and consonant sounds in accordance with the target language standard.

Intonation: Proper use of intonation in sentences to convey intent and emotion.

Rhythm: Correct placement of word stress in words and sentences.

Overall: Overall assessment of the participant's pronunciation.

a) Pronunciation

Aspect	INITIALS									
	FZH	**MNM**	**SS**	**AF**	**SRR**	**AMR**	**XW**	**RDO**	**ID**	**AR**
Word	75	39	39	60	92	93	80	62	91	85
Accuracy	64	47	34	61	90	90	82	61	90	85
Intonation	61	41	37	62	88	90	86	59	89	87
Rhythm	65	33	35	54	89	84	74	60	90	86
Overall	**66**	**40**	**36**	**59**	**89**	**89**	**80**	**60**	**90**	**85**

FZH

Word : inaccurate mention of the words honor, facing, culture, which is not correct.

Intonation: "I think I enjoy every moment as a tourism ambassador..." which sounds excited.

MNM

Word: University, expand, initial, among, additional are still not mentioned correctly.

Accuracy: the word "learn" is pronounced with the vowel i

Intonation : almost the whole sentence sounds like reading

Rhythm: the stress on "additionally" sounds data which should be aDDItionally

SS

Word : the mention of the words tourism, passionate, guiding, cultural, knowledge is not correct.

Accuracy : the word presenting should be called priisenting.

Intonation: some words/sentences go up and down in intonation.

Rhythm: the stress on "additionally" sounds data which should be aDDItionally

AF

Word : the word "currently" is heard faintly, the mention of the word "tourist" is not correct.

Accuracy : "prepare" is sounded with the I-vowel "**pripare**".

Intonation: "I hope to attract more visitors, highlight our city's unique aspects and improve my communication skills" This sentence might be better if you emphasize the word "I hope" with a high tone and then slowly lower the tone until the end of the sentence.

Rhythm: the emphasis on the word knew is good.

SRR

Word: "familiarize" is not pronounced correctly, it should be fuh-mil-yr-ize.

Accuracy: all words are good.

Intonation: the word "My desire" sounds passionate, determined, and very personal.

Rhythm: the emphasis on the words "CUL-tur-al HER-i-tage and NAT-u-ral at-TRAC-tions" is correct.

AMR

Word : the word directly is pronounced dyrectli, it should be drektlee.

Intonation: the sentence "I absolutely love my hometown and I wanted to share its beauty with everyone." Shows the emotion of being happy and excited.

XW

Word: the number 2015 is pronounced two thousand **faivteen** which should be fifteen

The word bachelor, question, through, society

Accuracy: beloved is pronounced **biiloved and** should be beloved.

Intonation: My Motivation describes the feeling of pleasure

Rhythm: the emphasis on the word responsibilities is correct

RDO

Word : the pronunciation of the words "tourism, throughout, and latest" is still wrong.

Accuracy : the word "exciting" is pronounced as **"exiting"** which should be **"exaiting"**.

Intonation : intonation is too flat so it does not portray any emotion.

Rhythm: the rhythm is too flat

ID

Word : the whole word or sentence is good

Accuracy : the word "direction" is pronounced **"dyrection"** which should be **"drekshnz"**.

Intonation : the pronunciation of the word "initially" conveys emotions related to the beginning or first step in a process.

Rhythm: still need a little emphasis on the word "influential".

AR

Word : the word "constantly" is less precise

Accuracy : the pronunciation of the word "quarantine" is pronounced **kwaw-ruhn-tain** which should be kwaw-ruhn-teen.

Intonation : the word "actually" in the sentence "and the last, actually..." Ac-tu-al-ly the intonation on the word is correct as if it conveys a sense of affirmation and honesty.

Rhythm: "I have learned about the rules" the emphasis in this sentence especially on the word "rules" is very appropriate.

b) Assessment aspect Fluency

Flow: Smooth flow of speech without too many pauses or repetitions.

Pacing: A balanced pace of speaking, not rushed or too slow.

Spontaneity: The ability to speak spontaneously and naturally without stopping to think too much.

Overall: An overall assessment of the participant's fluency.

Aspect	INITIALS									
	FZH	MNM	SS	AF	SRR	AMR	XW	RDO	ID	AR
Flow	72	31	40	53	93	92	78	64	90	85
Pacing	70	50	42	58	83	85	72	49	83	79
Spontaneity	59	42	41	50	86	86	80	53	87	80
Overall	**67**	**41**	**41**	**53**	**87**	**87**	**76**	**55**	**86**	**81**

FZH

Pacing: in the sentence ".. dedicate, contribute, and to share my potential and experience and inspire everyone, especially the younger generation", the pronunciation is a little slow.

MNM

Flow: the words additionally and that are rephrased.

Pacing: the whole sentence is too slow

Spontaneity: "My initial understanding of tourism was that it is a profession where one gets to travel to various places they find interesting" there are many pauses in this sentence.

SS

Flow: Being friendly, pronounced repetitive

Pacing: the whole sentence is too slow

Spontaneity : because the delivery is too slow, so it seems like reading

AF

Flow: Word unique aspects, spoken repeatedly

Pacing: "Being friendly, approachable and well-informed helps me interact effectively". In this sentence, the tempo could be slightly accelerated

Spontaneity: "I am currently studying in University of Muhammadiyah Parepare", there is a pause after the word "I "n which is a little too long.

SRR

Flow: there is a slight pause after the sentence "my other specific motivation is..."

Pacing: the tempo of delivering each sentence is very good, not too fast or slow.

Spontaneity: spontaneous answers in several ways to prepare/equip themselves, "Firstly I familiarize myself with the key..."

AMR

Flow: there is a slight pause between "directly assist tourists" and "through this program"

Pacing: the tempo of delivering each sentence is very good, not too fast or slow.

Spontaneity: the use of the word "plus" shows that there is still something to say.

XW

Flow: there is repetition in the word "maintaining"

Pacing: the tempo of the whole sentence is very slow.

Spontaneity: year error in the sentence "University of Parepare in 2000 I think until 2022" which should not be 2000, but maybe 2018.

RDO

Flow: there is repetition in the word "ambassadors"

Pacing: sentence pronunciation is too rushed

Spontaneity: very spontaneous and rushed pronunciation that is like reading a text.

ID

Flow: there is repetition in the words "events and enjoyable"

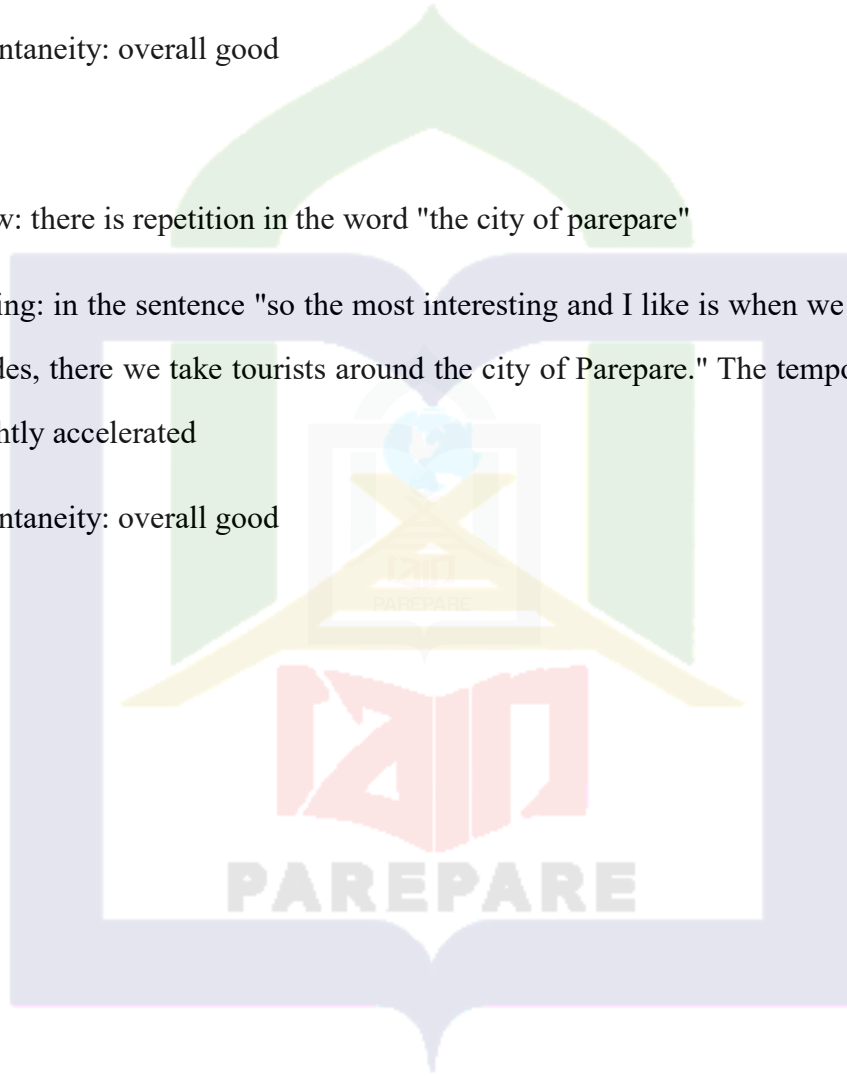Pacing: the tempo is just right and not rushed.
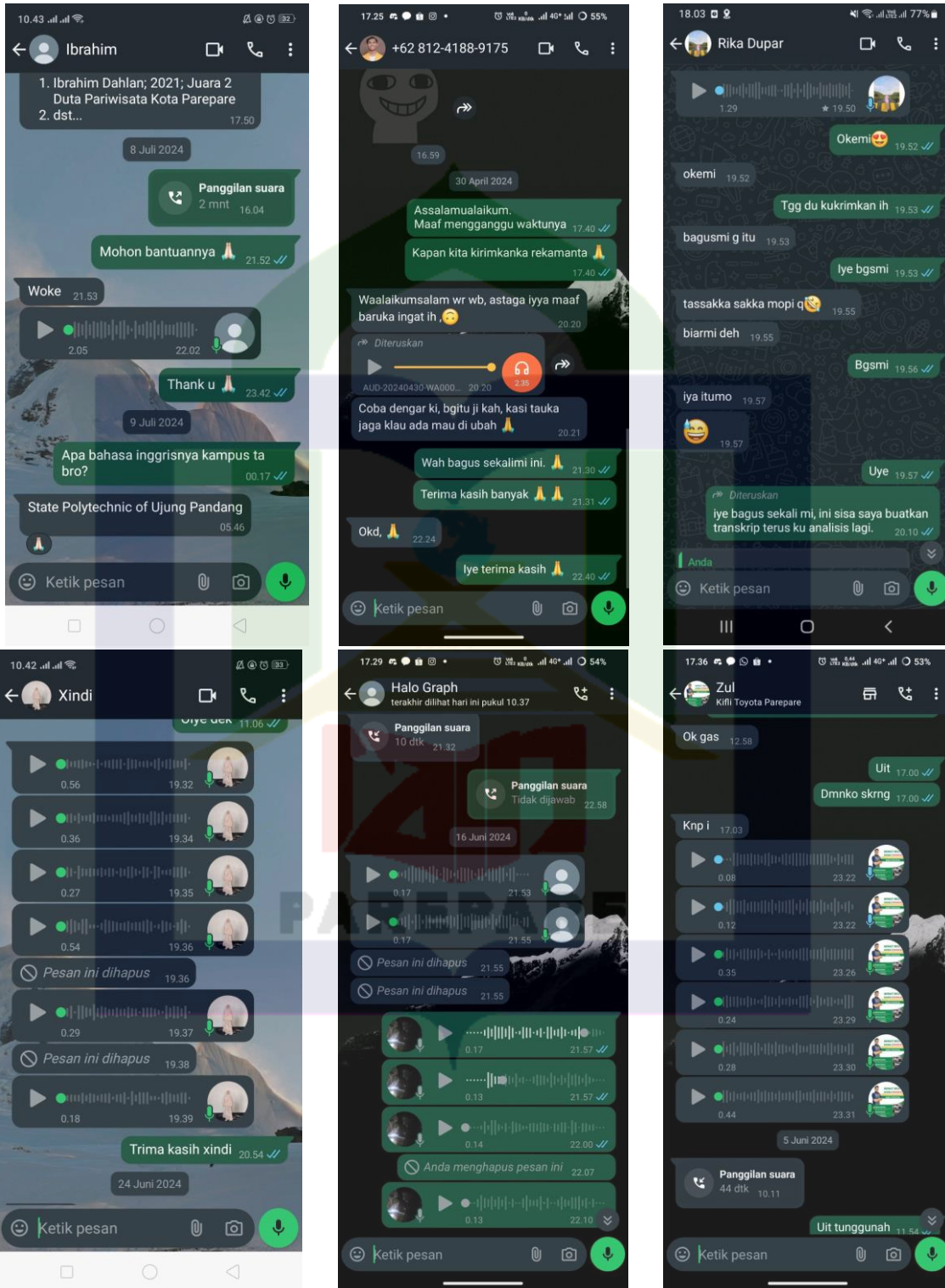
Spontaneity: overall good

AR

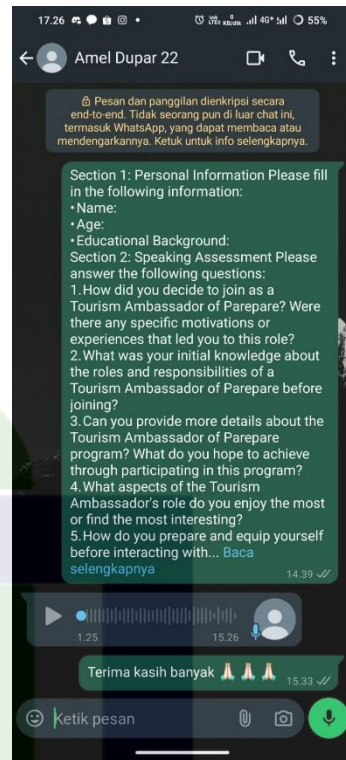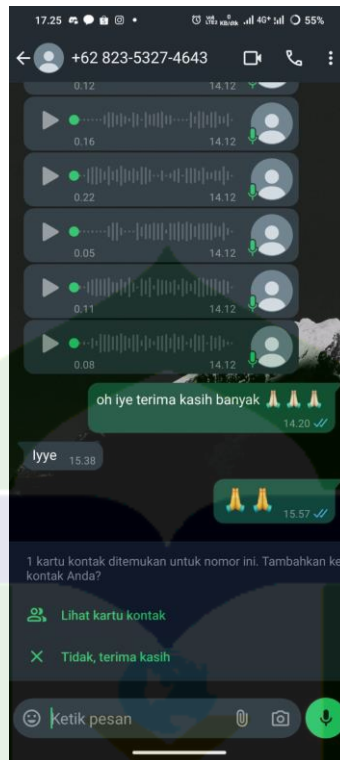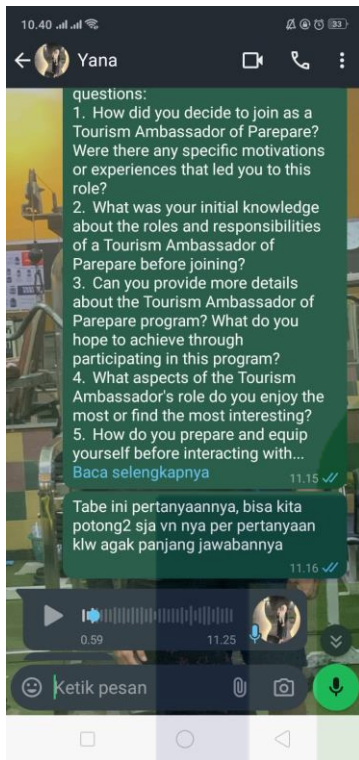Flow: there is repetition in the word "the city of parepare"

Pacing: in the sentence "so the most interesting and I like is when we become tour guides, there we take tourists around the city of Parepare." The tempo needs to be slightly accelerated

Spontaneity: overall good

Appendix 03 : Documentation

Appendix 04 : Administration Letter

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 1411 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
	b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional,
	2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
	3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
	4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan.
	5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
	6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
	7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
	8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
	9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
	10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
	b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;
Kesatu	:	Menunjuk saudara: 1. Hj. Nurhamdah, S.Ag., M.Pd.
		2. Nur Asiza, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Rezky Heryadi Malik
NIM	:	17.1300.137
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Analysis Of Speaking Skill Of "Duta Parawisata Parepare" 2022

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi,
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di	:	Parepare
Pada Tanggal	:	28 Maret 2023
Dekan;		

Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : JL. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-1818/In.39/FTAR.01/PP.00.9/05/2024   29 Mei 2024
Sifat : Biasa
Lampiran : -
H a l : Permohonan Izin Pelaksanaan Penelitian

Yth. WALIKOTA PAREPARE
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
    KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: REZKY HERYADI MALIK
Tempat/Tgl. Lahir	: PAREPARE, 26 Juli 1999
NIM	: 17.1300.137
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: XIV (Empat Belas)
Alamat	: JL. KESUMA TIMUR, NO 20, KEC. BACUKIKI BARAT, KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah WALIKOTA PAREPARE dalam rangka penyusunan skripsi yang berjudul :

THE ANALYSIS OF SPEAKING SKILL OF "DUTA PARIWISATA PAREPARE" 2022

Pelaksanaan penelitian ini direncanakan pada tanggal 29 Mei 2024 sampai dengan tanggal 15 Juli 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

XXXVIII

SRN IP0000418

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 418/IP/DPM-PTSP/6/2024

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N
KEPADA

NAMA	: **REZKY HERYADI MALIK**
UNIVERSITAS/ LEMBAGA	: **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan	: **PENDIDIKAN BAHASA INGGRIS**
ALAMAT	: **JL. KESUMA TIMUR NO. 20 PAREPARE**
UNTUK	: melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE ANALYSIS SPEAKING SKILL OF "DUTA PARIWISATA PAREPARE" 2022**

LOKASI PENELITIAN : **DINAS KEPEMUDAAN, OLAHRAGA DAN PARIWISATA KOTA PAREPARE**

LAMA PENELITIAN   : **31 Mei 2024 s.d 15 Juli 2024**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di : **Parepare**
Pada Tanggal : **03 Juni 2024**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ST. RAHMAH AMIR, ST, MM
Pembina Tk. 1 (IV/b)
NIP. 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPTSP Kota Parepare (scan QRCode)

Balai Sertifikasi Elektronik

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PEMERINTAH KOTA PAREPARE
DINAS KEPEMUDAAN, OLAHRAGA DAN PARIWISATA
Jl. Beringin No. 4 Parepare. Telp/fax : (0421) 25518
KodePos : 91122

SURAT KETERANGAN
Nomor : 800 / 159 / DKOP

Yang Bertanda tangan dibawah ini :

Nama	: **H.M. ISKANDAR NUSU, S.STP.,M.Si**
Nip	: 19780303 199612 1 001
Jabatan	: Kepala Dinas Kepemudaan, Olahraga dan Pariwisata Kota Parepare
Instansi	: Dinas Kepemudaan, Olahraga dan Pariwisata Kota Parepare

Menerangkan Bahwa :

Nama	: **REZKY HERYADI MALIK**
Jurusan	: Pendidikan Bahasa Inggris
Universitas/Lembaga	: Institut Agama Islam Negeri (IAIN) Parepare
Alamat	: Jl. Kesuma Timur No. 20 Parepare

Yang tersebut namanya diatas benar telah melakukan penelitian/wawancara dengan judul penelitian **" THE ANALYSIS SPEAKING SKILL OF (DUTA PARIWISATA PAREPARE) 2022 "** yang dilaksakanan mulai pada tanggal 31 Mei 2024 s.d 15 Juli 2024 pada Dinas Kepemudaan, Olahraga dan Pariwisata Kota Parepare.

Demikian Surat Keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Parepare, 05 Juli 2024

Kepala Dinas Kepemudaan, Olahraga
Dan Pariwisata Kota Parepare

H.M.ISKANDAR NUSU, S.STP.,M.Si
Pangkat : Pembina Utama Muda IV/c
Nip   : 19780303 199612 1 001

Appendix 05 : Curriculum Vitae

CURRICULUM VITAE

My name is Rezky Heryadi Malik. I was born in Parepare on July 26, 1999, in Kamp.Baru Village, West Bacukiki Subdistrict, in East Kesuma, Parepare City. I have four siblings, and I am the first of four children. I have one younger sister. I attended SD Negeri 15 Parepare for primary education and graduated in 2011. After completing my primary education, I continued my education to SMP Negeri 1 Parepare and graduated in 2014. Then, I continued my education at SMA Negeri 2 Parepare and graduated in 2017 and continued my studies at the Faculty of Tarbiyah IAIN Parepare and completed my studies with the title "The Analysis of Speaking Skill of "Duta Pariwisata Parepare" 2022".