



**A JOB REPORT AS AN INVENTORY STAFF OF ENGLISH
FIRST SWARA GROUP**

Presented as a partial fulfillment of the requirement for the Diploma Program

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**ENGLISH DEPARTMENT
FACULTY SOCIAL AND HUMANITIES
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The Final Project Proposal has been approved.

on 1 August 2022

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**RECOMMENDATION FOR THE ELIGIBILITY OF
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STATEMENT OF AUTHENTICITY

I honestly declare that this thesis is my own writing, and it is true that I do not take any scholarly ideas or work from others. Those all cited works are quoted in accordance with the ethical code of academic writing.

Tangerang, 1 August 2022



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The final word the writer realized that in the writing of this final project is still far from perfection. Therefore, the writer invoke suggestions and criticisms which is build for the sake of perfection. Hopefully this final project may be useful for writers and for readers who are interested in general.

Tangerang, 1 August 2022

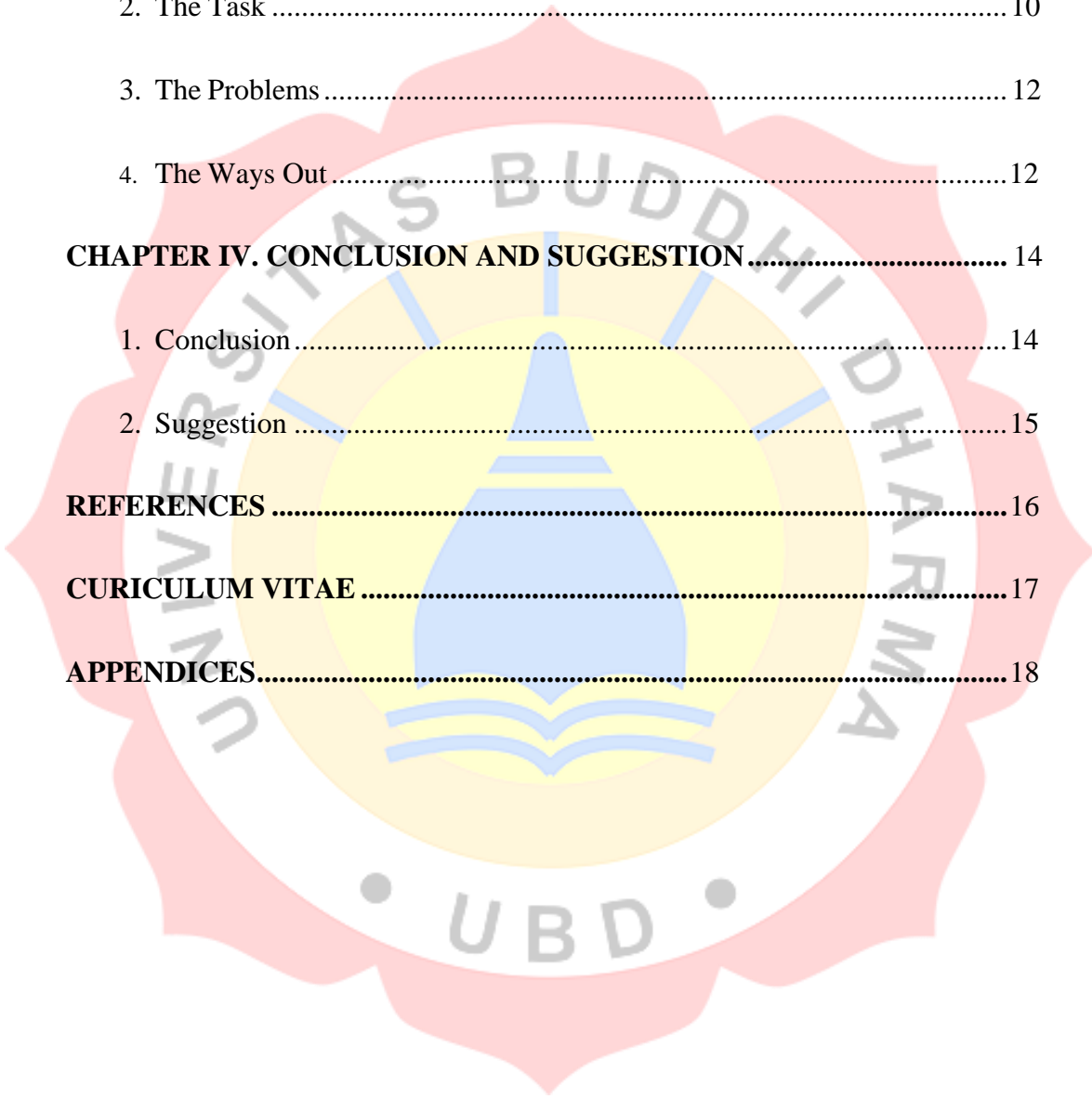


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CHAPTER I

INTRODUCTION

1.1 Background of the Apprenticeship

Universities as educational institutions have a very important role very large in efforts to develop human resources and increasing the nation's competitiveness so that such a large role can be carried out by college graduates must have good quality. By continuing to increase the potential that is in humans one way is through higher education programs. Human resources can increase their potential to face competition in the world of work. With growing the era and era of globalization which causes job competition to increase strict. Not infrequently often found unemployed with a title or a bachelor's degree unemployment due to a lack of potential, skills, expertise and work experience so they can not compete. To get competent and competitive human resources not only rely only on knowledge or intellect but must also takes dexterity, thoroughness, craft, strength and skill. Therefore, empowerment, knowledge and skills students must continue to improve. Through the existing courses on campus, students have been provided with the knowledge to prepare for the future. But theory alone is not enough, it takes real experience for students. The knowledge and skills owned by students must be empowered with real experience so that students can be more competent, understand the real conditions and can prepare themselves to compete in the world of work later. To provide a real picture of the world of work for Buddhi Dharma University students, students are required to participate in an

Apprenticeship in a government institute or another institute in accordance with the study program taken by students. The application of apprenticeship is carried out to provide experience in the real world of work and equip students to be able to cope with various problems that may arise in work activities including adapting to technology and information systems. Experience, will increase one's braining power in finding and the world of work. The existence of experience, knowledge, skills and a person's adaptive ability in the world of work, becomes a provision to find achievement in the world of work and can apply knowledge, knowledge and skills that have been acquired in college into the real world.

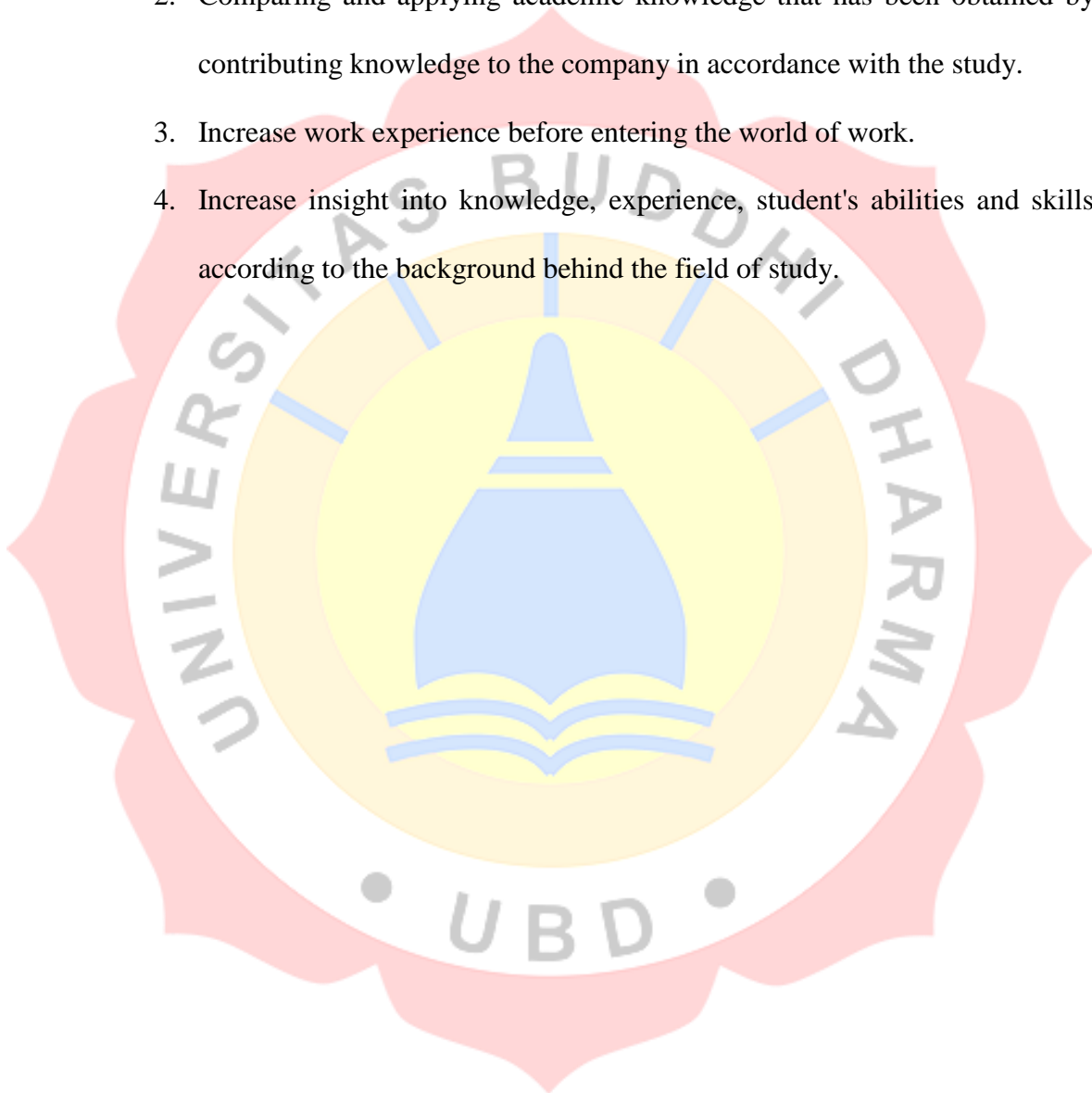
1.2 Objective of the Apprenticeship

Based on the above background, the implementation of this apprenticeship intended for:

1. One of the requirements to get a Diploma's degree
2. Learn the field of work in accordance with the knowledge gained in lectures.
3. Increase the knowledge and experience that can be obtained in the real world of work.
4. Implementing the knowledge that has been obtained on the bench in the real world of work.

While the objectives of the implementation of this apprenticeship are:

1. Gain insight into the field of work in the world real work.
2. Comparing and applying academic knowledge that has been obtained by contributing knowledge to the company in accordance with the study.
3. Increase work experience before entering the world of work.
4. Increase insight into knowledge, experience, student's abilities and skills according to the background behind the field of study.



CHAPTER II

PROFILE OF COMPANY

2.1 History

EF's non-formal educational institution is inseparable from a person named Bertil Hult, a young man from Sweden, who went to England in the early 1960s. Bertil Hult, who suffers from dyslexia, a learning disorder characterized by reading difficulties, was surprised how easy it was to learn English while traveling to England. He began to believe that learning English at school was not the most effective.

Based on this experience, finally in 1965 Bertil Hult founded a special English educational institution called Europeiska Ferieskolan (EF) which means European Holiday School. The learning method used is Language Travel, which combines learning English and traveling abroad.

For the first time, 407 Swedish high school students (who are not English speakers) were invited to go to England to study English during their summer vacation. This method of learning English outside the classroom was one of the world's first English learning experiences which later became the foundation for modern English education.

EF Language Travel program finally spread and expanded rapidly in Sweden and Scandinavia until 1967. Apart from offering to study English in England, EF also opened programs to study German in Germany and study French in France. In 1990 the name Europeiska Ferieskolan (EF) was changed to Education First (EF)

to reflect the organization's evolution into a global education company. This easy and effective way of learning has helped become one of the largest educational organizations in the world.

How is EF Education in Indonesia? EF first arrived in Indonesia in 1986 by flying a group of high school students to the United States to study English. Then in 1995, EF finally opened its first Center in Jakarta with the name English First (EF). To this day, EF provides intensive training programs English for children until adults. EF Adults Professional English Courses and education for children by utilizing the latest technology to provide courses, both in school and online 24 hours a day.

English First Central is the center of all English First course institutions in Indonesia. In Indonesia, English First is an English language education institution that also provides study abroad and student exchange programs. English First is an international franchise institution that also has branches in China, Thailand, Russia, Poland, Morocco, Lithuania, Kazakhstan, Chile, Saudi Arabia, and several other countries. Currently, there are 79 EF English First branches in 36 cities in Indonesia, which are located at Bali, Balikpapan, Bandung, Banjarmasin, Bekasi, Bengkulu, Bogor, Cikarang, Cilegon, Cimahi, Cirebon, Depok, Gresik, Jakarta, Jember, Kediri, Kupang, Lampung, Makassar, Manado, Malang, Mataram, Medan, Padang, Palembang, Pekalongan, Pekanbaru, Pontianak, Purwokerto, Samarinda, Semarang, Sidoarjo, Solo, Surabaya, Tangerang &

Yogyakarta. English First Central sells the English First franchise to parties who want to establish an English language school under the name EF English First.

English First Swara Group is one branch of the English First Central franchise. English First Swara Group was established in February 1997 at the Pluit Village Mall Ruko No. MG 27-29. In 2019, English First Swara Group opened with a new look with the theme “The Brand New Look and Feel”. The facilities at English First Swara Group have also been added and upgraded with the computerized version 2.0 system. English First Swara Group now has ten centers.

2.2 Vision & Mission

1. Vision of English First Swara Group

EF English First has one vision which is a vision to grow. Growing is not only defined in terms of the number of students, but also in terms of profit, quality, number of target markets, and the variety of products offered.

2. Mission of English First Swara Group

EF English First is on a mission to break down the language, cultural and geographical differences that separate us.

2.3 The Location

English First Swara Group Headquarters is located at Tren Alam Sutera Building 8th Floor Jl. Jalur Sutera Bar., RT.003/RW.006, East Panunggangan, Pinang, Tangerang City, Banten 15143. The location is located in the Alam Sutera office area, near from Alfa Tower, Prominence Office Tower & Synergy Building

2.4 The Business Activities

English First is a non-formal education institution that focuses on English language training to develop its students' abilities. English First offers 5 choices of English Course classes according to the age of the students, such as:

1. Smallstars is an innovative and structured English program from EF, learning English for children is specially designed for children aged 3 to 6 years. As EF students, students will learn to follow one of our four fun course books and get a head start on learning English with confidence while developing their general social and cognitive skills.

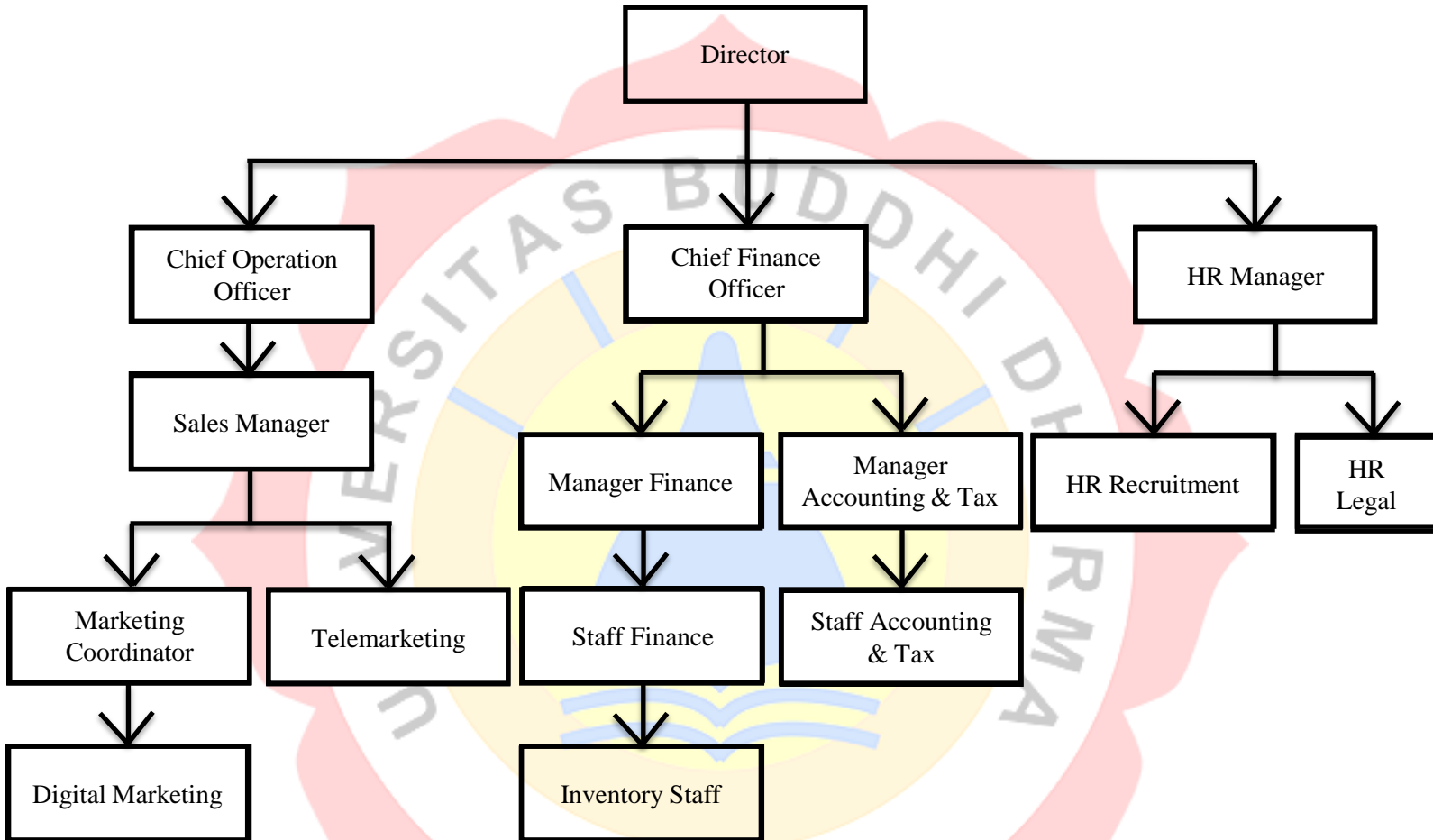
2. Highflyers is a comprehensive eight-level English course for elementary school children, based on a syllabus that focuses on English language skills. Students will enjoy a fun course with the adventures of cute animated characters, and they will be immersed in a natural English-speaking environment. Every student will get exclusive access to Grammar Pro so they can learn English grammar anywhere and anytime.

3. Trailblazers is a comprehensive English course specially designed by EF for high school students. The course syllabus revolves around interesting real-world topics and fits within the national English curriculum, empowering students to excel both inside and outside of school. Every student will get exclusive access to Grammar Pro so they can learn English grammar anywhere and anytime.

4. Frontrunner is an innovative new English course for youth ages 15–18 (SHS), specially developed to complement the busy lives of young people, and help them achieve their learning goals. Through the use of online technology, EF Frontrunner provides a very flexible and customizable learning program to ensure that every student, be it beginner/beginner or above, can achieve their own English learning goals; whether it's to successfully pass exams in high school, or to study abroad. Every student will get exclusive access to Grammar Pro so they can learn English grammar anywhere and anytime.

5. English First Adult is one of EF's flagship course products designed for adults aged 18 years and over. From various circles to be better prepared to face various situations, including in a job search situation or carrying out work activities. For those of you who have a student, student, or professional background, it is very suitable to join this EF Adults Professional English Course.

2.5 Management Structure



Picture 2.5

EF Swara Group Organizational Structure

Source : The Author

CHAPTER III

THE ACTIVITY OF THE APPRENTICESHIP

3.1 The Department

The writer had the opportunity to apprentice in Inventory Division as Inventory Staff. Inventory Staff is responsible for part of the job, there are: Prepare Receipts for Souvenir Requests From all Centers, Prepare and ensure souvenirs are in good condition, Hand over souvenirs to driver from the center, Update stock card updates for incoming and outgoing souvenir, Responsible for the suitability of the quantity of souvenirs on stock cards with physical souvenirs in the warehouse & Procurement of souvenirs if the quantity is running out.

3.2 The Task

The writer begins to carry out the apprenticeship from April until June 2022 at 09.00 to 17.00 WIB, from Monday until Saturday. On the first day of work the writer was first introduced about positions and responsibilities as Inventory Staff, introduction to the employees at the Headquarters, introduction to admins at several centers & souvenir products that are usually given to students. As an Inventory Staff, the writer has responsible, such as:

1. Prepare Receipts for Souvenir Requests From all Centers, Receipt form is created from Excel, then printed and signed. The Center can only send Purchase Order Souvenirs to Headquarters from Tuesday - Thursday only.

2. Prepare Souvenir, after the receipt has done, the writer prepares the Souvenir that has been requested by the Center, the writer must accordingly prepare the Souvenir Type & Number of Souvenirs requested.
3. Handover souvenir to each driver center, after the souvenirs are prepared, the next procedure is distribution to each center that has requested them, the schedule is Monday every week from 10.00 - 16.00. Driver must bring the original Purchase Order from the Center as a condition to get the Souvenir and driver must ensure that the souvenirs received are in accordance with the receipt.
4. Update Stok Card Souvenir, after the souvenir handover is complete, the next procedure is to update the quantity of the souvenir on the stock card, make sure the updated type of souvenir and the quantity corresponds to the number that out.
5. Reconciliation, after finishing updating the stock card, the writer must check the quantity of souvenirs which after being updated on the stock card and in the warehouse accordingly there is no difference.
6. Find the Lowest Price from several Supplier, if the quantity of souvenirs will run out, the writer must propose the procurement of souvenirs and compare prices from several suppliers, the writer must find prices from suppliers that are affordable and good of quality.

3.3 The Problem

During apprenticeship at English First Swara Group, some problems faced by the writer, such as:

1. When doing Souvenir Stock Reconciliation, there is a difference between the stock card and the physical souvenir item.
2. The souvenir stock storage in a warehouse that hasn't come out in a long time, caused an overflow capacity.
3. When the Center wants to restock Souvenirs but stock is empty.
4. When the handover is finished with the driver, but when checked at the center the Souvenir is damaged.
5. Broken souvenirs that make the warehouse capacity full.
6. Drivers who come to pick up souvenirs outside of the specified hours.
7. The information submitted in the email by The Writer is not clear.
8. Did not find a suitable supplier for the procurement of souvenirs.

3.4 The Way Out

Although in undergoing the internship the writer experienced several obstacles, but The Writer was able to complete them well, as for the way of practicing in handle the problem is as follows:

1. The Writer must be more careful when updating on stock cards such as Souvenir Type & Quantity, after taking souvenirs so that there is no difference in quantity when reconciling.

2. The Writer should coordinate with the marketing team to inform a souvenir stock that hasn't come out in a long time, in order to create an event so that the stock can be reduced from the warehouse.
3. The Writer must ask for the availability of the requested Souvenir stock at several Centers to complete the Center's request for the Souvenir
4. The Writer when handing over with the Driver, the Souvenir must be unboxing from the box and checked with the Driver to ensure the proper condition of the Souvenir so that it can be given to the Student.
5. The Writer must submit an application to Management to destroy the damaged Souvenir so as not to make the warehouse full.
6. The Writer must give a warning to the Center, so that Drivers can be scheduled to HO to pick up Souvenirs early.
7. The Writer before replying to a message in an Email must understand the content of the email in question and ensure that the response from the email can be understood by the recipient.
8. The Writer must discuss with Management, in order to make a decision which supplier to use, so that Souvenir Stock can be restocked immediately.