



AN ANALYSIS OF TRADERS' SPEAKING SKILL AT SENEK BEACH IN KUTA MANDALIKA

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Abstract: The use of English as an international language has been an interest in mastering the language. Language is used to describe the way people communicate. Language in common is divided into two categories; spoken language and written language. The existence of the huge tourism destination has increased the possibility that the tourism sector could give benefit to the Lombok island in West Nusa Tenggara which has various destination areas. The tourism destinations might support the local residents the opportunity to increase the level of regional economic income. This study aims to investigate (a) the traders' speaking skills for transactional use and (b) the traders' strategies in learning English to communicate with foreigners. There were six participants which were selected through a convenience sampling technique. The results showed that among six participants, each of them is categorized as follows: trader number 1 has "moderate" speaking skill (scored 58 in average), trader number 2 has "very poor" speaking skill (scored 18 in average), trader number 3 has "moderate" speaking skill (scored 48 in average), trader number 4 has "poor" speaking skill (scored 26 in average), trader number 5 with "good" speaking skill (scored 72 in average), and trader number 6 with "poor" speaking skill (scored 21 in average). The traders who are good at speaking skill explained that they learned English by autodidact as they were constrained by their economic needs to earn money for living.

Keywords: English, Spoken Language, Traders, Speaking Skills.

INTRODUCTION

One of the worldwide languages that Indonesians should learn is English because it is essential for international communication, including for people at Kuta Mandalika, West Nusa Tenggara. English as the main international language to communicate with tourists from all over the country. English proficiency is essential for business success (Vandermeeren, 2005) in Amin, Arifuddin, and Nurahmadi (2017). The term "language" refers to a wide variety of concepts and things, such as "the specific words and speech used by the citizens of a country, area, or social group," or "the means of human communication via spoken or written words" (Dostert, 2009). There are two types of language: spoken language and written language. While written language requires tools to explain the intent to be expressed, spoken language expresses intentions, ideas, and thoughts through speaking.

Anggayana and Sari (2018) distinguishes between internal and external factors when analyzing the variables that influence language acquisition. The spirit or desire a person has to learn a language comes from within him or her, whereas the environment's contribution to

language learning is an external factor. Language may be broken down into the smallest units of analysis and has unique qualities, a hierarchy of structure, and messages. A successful language is one that can be created and understood as a full sentence or sentences. Linguistic skills thus relate to language ability in relation to particular language use contexts (Javed, 2021). Mullany and Stockwell (2010) argued that language encompasses both oral and written communication, that everyone has the capacity to talk, and that over time, many civilizations have evolved various lingua-franca. However, the analysis of speaking ability is the main focus of this study. The ability to carry on a conversation in the target language is referred to as speaking (Nunan, 2003). Another opinion stated that most language learners regard speaking to be the most challenging of those abilities, despite the fact that it is also the most important (Zhang, 2009) in Nurhalizah, Sujana, and Wardana (2021).

Speaking can be considered a constructive use of language, according to Cameron (2001), because it actively employs language to express meaning so that others can understand you as the main purposes of language are communication and interaction (Rafferty and Richard in McDonough and Shaw (2003) in Partidi (2015)). However, speaking ability is divided into two categories: transactional and interpersonal. The two categories frequently work as a conduit for communication, but the focus is different. A crucial element of transactional communication, which also has a clear aim, is precise information updates. Speaking also highlights how to communicate and how it should be perceived (Nazara, 2011). Camaho's statement (2022) supports by stating young and adults learners can learn foreign language, and that adults are capable of purposeful language learning, and one of these keys is the process of learning and practicing new sentences: analyze, understand, apply, repeat. Sartika and Amin (2014) also found out that the one who speaks English has to know the linguistic competence (grammar, vocabulary, and sociolinguistic competence).

This study categorized that there are five speaking aspects which are based on Brown's statement (2004) such as; grammar, vocabulary, comprehension, fluency, and pronunciation. Delfino (2022) argued that grammar is a set of rules that permit sentence structure and that it includes many characteristics of the English language, such as parts of speech, clauses, punctuation, language mechanics, etc. Besides, a language's vocabulary is considered to be its most essential component, particularly when speaking as its usage must be very common and used in everyday speech in order to understand spoken language or speaking. Comprehension means a process to create representations of the meaning of sentences and to recognize and interpret speech exercises. Further, fluency refers to the ability to speak freely and continuously, while pronunciation refers to the way people communicate clearly and its assessment is done by counting how frequently errors in pronunciation occur and how the pronunciation element interferes with communication (Brown, 2004).

All the speaking skill assessment is related to the spoken English features. There are seven features such as; Adjacency Pairs, Backchannels, Deixis, Discourse markers, Elision, Hedge, Non-fluency Feature (Goode, 2003) in which all of those features function to facilitate human interaction and communication. People also learn to speak a foreign language for a specific purpose which means that learners only focus on the language skills

they need in order to work as professionals (Belcher, 2009), this is related to the reason of why researcher needs to explore the traders' speaking skill and the strategies to learn it.

This research aims to (a) investigate the traders' speaking skills for transactional use and (b) to find out the traders' strategies in learning English to communicate with foreigners.

RESEARCH METHODS

The research method in this study is a qualitative method with descriptive design. The aim of the qualitative research is to analyze the current phenomenon to a social human issue (Creswell, 2012), in this case is the speaking skills of the traders at Senek Beach, Kuta Mandalika. The data was collected by interviewing and taking oral test of six participants who were selected using convenience sampling technique. The rubric for the oral test was adapted from Widani (2019) and was modified to make a more detailed data.

After being collected, the data was analyzed by reducing and making categorization. The researcher then made the data presentation and drew the conclusion. The analysis is based on the topic and research question and used the Interactive Model of Miles and Huberman in Sugiyono (2013) in Widani (2019).

FINDING AND DISCUSSION

This part presents the findings of the study to answer the research questions concerning the traders' speaking ability and their strategy to learn English.

Finding

a. Finding of The Oral Test

The finding of the oral test was collected through the direct test by the native speaker. The test was done to explore how the traders mastering the English for transactional purposes through looking at the speaking aspects (research question number 1)

The oral test distribution of the speaking ability was adapted from Widani (2019). The result conveyed that each of them is categorized as follows: trader number 1 has "moderate" speaking skill (scored 58 in average), trader number 2 has "very poor" speaking skill (scored 18 in average), trader number 3 has "moderate" speaking skill (scored 48 in average), trader number 4 has "poor" speaking skill (scored 26 in average), trader number 5 with "good" speaking skill (scored 72 in average), and trader number 6 with "poor" speaking skill (scored 21 in average). Thus, each trader or participant is categorized differently as can be seen in the table below.

Table 1. Distribution of Traders' Speaking Ability

	Fluency	Grammar	Pronunciation	Vocabulary	Comprehensibility	Total	Average
Trader 1's Score	85	53	60	75	75	348	58
Trader 2's Score	15	10	42	30	10	107	18
Trader 3's Score	55	50	70	55	58	288	48
Trader 4's Score	25	20	25	50	35	155	26
Trader 5's Score	90	88	90	77	90	435	72
Trader 6's Score	20	20	20	41	25	126	21
Total	290	241	307	328	293		
Average	48	40	51	55	49		

The total score for the six participants for each speaking aspect is as follows. The total score for fluency is 290 of all traders (the average is 48). The total score for grammar is 240 (the average is 40). The total score for pronunciation is 307 (the average is 51). The total score for vocabulary is 328 and the average is 55. Meanwhile, the total score for comprehension is 293 and the average is 49. Thus, the researcher could conclude that the six traders have moderate english fluency, poor english grammar, moderate english pronunciation, moderate english vocabulary, and moderate english comprehensibility.

b. Finding of The Interview

The first finding contains the answer to the research question number 2. The data collection was done through an interview and the findings represent 2 main themes. The first main theme is called "traders' strategies to sell products to tourists", and is followed by 2 sub-themes which are grouped into two main themes based on the research questions, such as; (a) telling products' prices to tourists, and (b) traders' persuasion. In the second main theme, the theme is called "traders' strategies to learn English".

- 1 Trader 1: "But I'm selling the tourist coconut, maybe twenty thousands and fifteen thousands one coconut. But now from the local, local price, same same."
 Trader 2: "Yeea, I say. People come here, buy to me, and buy coconut."
 Trader 5: "hi tourist, you wanna buy cloth? This is original from Lombok, you have to buy them, your souvenir when you come back to your country."
- (a) Trader 1: "But you don't have rupiah, you have dolar, I like dolar."
 Trader 5: "Both. If the tourists don't know about the rupiahs, I mention in dolar"

or something like that.”

Trader 6: “Yes, sometime dolar.”

- (b) Trader 5: “Like, I persuade the stuff to tourist “this is original from Lombok, emm from made hand, or something like that. So tourists like “oh yea I want to buy, and I’ll tell the price.

Trader 2: “Ok, I say to *pembeli*, coming here, and I said come here buy to me, buy coffee and snack.”

Trader 1: “But you have selling tourists in the beach, I ask for selling in beach and now no many tourists from the local.”

“Walking around everyday for selling.”

The second interview results represent a theme called “traders’ strategies to learn English”.

- 2 Trader 1: “*Edak. Edak wah ngajahk. Waht praktik 3 bulan laek.*”

Translation: “No, there was nobody to teach me. But my friends got practice a long time ago

Trader 2: “*Sebelumnya saya tidak bisa bahasa inggris sama sekali. Tapi saya sering mendengar langsung, lama-lama saya paham dan bisa bahasa inggris tapi sedikit, saya juga belajar di rumah menghafal percakapan untuk berjualan.*”

Translation: “I could not speak English at all formerly. But I often heard people speaking directly so I could understand and could use English. I also learned at home such as memorizing transactional conversation.”

Trader 5: “*Saya belajar bahasa inggris karena saya punya banyak teman dari luar negeri yang beli baju-baju saya, dan disana saya belajar bahasa inggris.*”

Translation: “I learned English because I had a lot of friends from abroad who bought my clothes and I learned it from them.”

Discussion

This research covers the speaking ability of the traders at Senek beach, Kuta Mandalika. The focus is on exploring the speaking skills of traders and how they learn speaking English. The researcher used five aspects of speaking skills to assess and analyze how traders can use English to sell or transact with the tourists such as; fluency, grammar, pronunciation, vocabulary, and comprehension. Aspects of speaking are also connected with eight features of spoken English; Adjacency Pairs, Backchannels, Deixis, Discourse markers, Elision, Hedge, Non-fluency Feature (Goode, 2003).

All the participants' responses are in relation to the speaking aspects and the spoken English features that was tested through oral test. The researcher worked with a native speaker to assist in testing how good the speaking aspects of the traders are when communicating and transacting with tourists.

The researcher admits that English is not easily mastered by learners, especially for those who learn English autodidact, including the traders who learned English when they already become adult. The data showed that speaking quite hard to be mastered as among the six traders, there are only two traders who are good at speaking, and it shows that speaking was the most the challenging of the four English skills. The finding is in relation to the statement of Zhang (2009) in Nurhalizah, Sujana, and Wardana (2021) where he stated "most language learners regard speaking to be the most challenging of the four English abilities, despite it is the most important."

The speaking with aim to transact is included in the natural law that human beings possess to speak and develop the different languages over time. Speaking which was categorized as the productive skills by Nunan (2001) Aropi, Sahuddin, and Lestari (2022), and it is supported by the finding of this research where traders use it to express what they wanted to say in transaction process with the buyers whom are tourists. The traders also utilize their speaking skill to emphasize that they wanted to sell their products, they did by accurately changing the conversation key from interaction into transaction and it supports the finding of Nazara (2011) where speaking requires speakers to have good aspects in communication. When the traders did communication, it means that they also they fulfill the concept of communicative view of language which was stated by Rafferty and Richard in McDonough and Shaw (2003) in Partidi (2015).

The need of the traders as in the finding to gain money from selling requires them to learn English. Their aim as stated in the interview findings is to get easier for selling of both domestic and foreign tourists in increase their income. The speaking is able to be learned by young learners and adult learners in different ways or strategies is in line with Camaho's statement (2022) that adult learners are capable of purposeful language learning and one key is to practice the analysis, understanding, application, and drilling.

The traders who learn English purposefully to be able to sell products widely to the tourists means that they focus on the transactional function of language rather than the interactional one, it is to support the statement of Gebhard (2000) in Partidi (2015).

The data showed that the six traders who participated in this study had various criteria and abilities in speaking. Each of the trader is valued based on the criteria of speaking aspects which was adapted from Widani (2019). The categories for each trader is different and those are; trader number 1 has "moderate" speaking skill (scored 58 in average), trader number 2 has "very poor" speaking skill (scored 18 in average), trader number 3 has "moderate" speaking skill (scored 48 in average), trader number 4 has "poor" speaking skill (scored 26 in average), trader number 5 with "good" speaking skill (scored 72 in average), and trader number 6 with "poor" speaking skill (scored 21 in average). This is absolutely due to the self-taught strategy of learning English and no one facilitates them to learn to communicate in a better way. The traders' speaking aspects also play a role in making it easier for sellers and buyers to transact with each other so that there is no miscommunication.

The first speaking aspect, grammar, is not mastered by traders, in this case there is one trader, namely trader 5 who has a more structured sentence structure and is easily understood by tourists, while the rest do not have the ability to speak well which is supported by mastery of grammar. Mastery of grammar in a communication is also a supporter in which the role of grammar is to be able to arrange sentences so that they have meaning and good arrangement so as to reduce misunderstanding.

Another speaking aspect, vocabulary, is felt to be large and qualified for traders to support their selling activities. There are only two traders who have a lot of vocabulary compared to others such as trader 1 and trader 5. The other four traders have quite a lot of vocabulary which can still help them sell their products. This is certainly in accordance and true with their profession and advantages that when the foreign language is supported huge vocabulary, traders have more opportunities to communicate (transact) than other traders. However, the ability of traders to communicate with tourists to sell is appropriate when viewed from the characteristics of the vocabulary mentioned by Brown (2004) that the use of vocabulary must be in accordance with the range, precision, and application in a conversation.

The third speaking aspect, comprehension, must also be very influential in communication. Among the six participants, trader 5 has "Very Good" comprehension skills, so it is possible that self-taught learning with the help of friends and native speakers can also be a good English lesson. In addition to providing convenience to traders, by having good comprehension skills, traders will have more potential to identify and interpret the meaning of each word or sentence.

Fluency is related to the ability of traders to speak fluently and can be owned by someone if the person feels confident when speaking (Brown, 2004), the fluency will develop along with frequent communication. Additionally, having good fluency means that someone can speak accurately and shows that the person (trader) has the ability to speak continuously and freely. From the six participants, the researcher found that there was one trader who had good fluency: trader 5.

The next speaking aspect, pronunciation, refers to saying words or sentences with vocabulary and grammar knowledge. By saying words and sentences, the traders can still communicate with tourists to sell. This aspect of pronunciation can also be easily assessed by the researcher and native speakers, that two traders had "Good" and "Very Good" pronunciation. However, pronouncing words and sentences incorrectly can still be understood by the tourists that it keeps the transaction going smoothly.

In addition to aspects of speaking skills, in analyzing the speaking skills of the traders, the researcher also analyzed spoken English features where the the researcher found that in the conversations conducted for the speaking oral test, interviewers and traders performed adjacency pairs in the form of greetings such as "hello" which naturally occurs in the discussion of two or more people (Yule 1996:77) in Aropi, Sahuddin, and Lestari (2022). Then, another feature that was also found was backchannels which were indicated by the interviewer by saying "ok ok" and "I see" when doing conversation. The researcher also found another spoken feature in the conversation in the form of an elision in the form of the word "wanna" which is "want to".

When communicating, interviewers and traders did not use spoken features such as deixis (then, that, there), discourse markers (furthermore, etc.), and hedges such as “possibly, perhaps, or sort of”. Thus, speaking is not only to convey the message but also to represent the person’s ideas (Chaney and Burk, 1998) in Sartika and Amin (2014) and emphasize that speaking is the activity to produce utterance through verbal way in appropriate condition, in this case in the transactional situation.

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When communicating, interviewers and traders did not use spoken features such as deixis (then, that, there), discourse markers (furthermore, etc.), and hedges such as “possibly, perhaps, or sort of”. Thus, this research is similar to Widani’s (2019) and is different from the research of Fauzan (2016) and Nazara (2011).

CONCLUSIONS

On the basis of the results of the data analysis in chapter 4, some conclusions could be drawn regarding the data of the oral test and the themes which were found. The data of the oral test found out that the six traders are categorized to have moderate english fluency, poor english grammar, moderate english pronunciation, moderate english vocabulary, and moderate english comprehensibility. On the other hand, there are two main themes which were found in interview results such as; the traders’ strategies to sell products to tourists, and the traders’ strategies to learn English.

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