

An Analysis of English Speaking Strategies of Hawkers at Tourism Spot

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Abstract

English is not only important for students to learn at school but can also be learned outside of school either through courses or autodidactically. Therefore, this study aims to analyze hawkers' English speaking learning strategies in tourist areas. This research is qualitative research with a case study method. The research data was collected through interviews with five hawkers to understand the strategies used in learning English especially speaking and a literature study to find out the types of language learning strategies used. The results showed that learning strategies used by hawkers in learning English, especially in speaking were 1) Hawkers' strategies in learning English for the first time, especially in speaking are social strategies and affective strategies. 2) Hawkers' strategies in learning English, especially speaking, are social strategies. 3) In terms of developing or improving pronunciation, they use social strategies and cognitive strategies. 4) In terms of strategies to improve vocabulary, they use memory strategies, social strategies, and cognitive strategies. 5) In terms of improving speaking fluency, they use social strategies and cognitive strategies. 6) In terms of improving accent, they used social strategies.

Keywords: English Speaking Strategies, Hawkers, Tourism spot

Abstrak

Bahasa Inggris tidak hanya penting untuk dipelajari oleh siswa di sekolah, tetapi juga dapat dipelajari di luar sekolah baik melalui kursus maupun secara otodidak. Oleh karena itu, penelitian ini bertujuan untuk menganalisis strategi pembelajaran bahasa Inggris pedagang asongan di daerah wisata. Penelitian ini merupakan penelitian kualitatif dengan metode studi kasus. Data penelitian dikumpulkan melalui wawancara dengan lima pedagang asongan untuk memahami strategi yang digunakan dalam belajar bahasa Inggris khususnya berbicara dan studi literatur untuk mengetahui jenis-jenis strategi belajar bahasa yang digunakan. Hasil penelitian menunjukkan bahwa strategi belajar yang digunakan pedagang asongan dalam belajar bahasa Inggris khususnya speaking adalah 1) Strategi pedagang asongan dalam belajar bahasa Inggris pertama kali khususnya speaking adalah strategi sosial dan strategi afektif. 2) Strategi pedagang asongan dalam belajar bahasa Inggris khususnya speaking adalah strategi sosial. 3) Dalam hal mengembangkan atau meningkatkan pelafalan, mereka menggunakan strategi sosial dan strategi kognitif. 4) Dalam hal strategi untuk meningkatkan kosakata, mereka menggunakan strategi memori, strategi sosial, dan strategi kognitif. 5) Dalam hal meningkatkan kelancaran berbicara, mereka menggunakan strategi sosial dan strategi kognitif. 6) Dalam hal meningkatkan aksen, mereka menggunakan strategi sosial.

Kata kunci: Strategi Berbicara Bahasa Inggris, Pedagang Asongan, Daerah Wisata

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INTRODUCTION

Tourism is one of the industries that play a role in increasing state revenue. By developing the tourism sector, the existence of a country can reach the whole world and bring in foreign tourists. This development will create extensive employment opportunities for the community because one of the industries that are in great demand by the world community is the tourism sector (Pariwisata, 2013). Community activities in tourist areas vary greatly depending on the geographical location, culture, and type of tourism in the area (Pradana, 2019; Gautama et al., 2020). Many people in tourist areas work

in the tourism industry, such as tour guides, hotel employees, restaurants, souvenir shops, or traders. However, most people in tourist areas work as traders. According to Utama, (2017), there are several kinds of merchants in tourist areas, one of which is hawkers who sell their merchandise by moving from one tourist spot to another.

Since Tourism is one of the country's revenues, every country in the world has begun to prepare ways to achieve this goal. One of the skills needed in the Tourism sector is direct communication skills. Because language is the main medium for someone to communicate with each other (Ali Hasan, 2015). And of course, to be able to communicate well the tourism staff, hawkers and the community around the tourist area must be able to speak.

Speaking is one of the most fundamental communication abilities in the English language that learners must possess (Mohammed, 2021). It involves using the tongue and the lungs to generate a sound that others can hear and comprehend, allowing them to provide feedback. It is defined as an interactive construction process that includes information production and reception. It is also determined that speaking is a fundamental ability known as oral communication, in which individuals can convey their thoughts, feelings, and information so that others can comprehend them and react immediately (Riadil, 2020)

Furthermore, speaking can be used as a tool for communication and a means of establishing relationships (Mohammed, 2021). It is also determined that speaking is vital to be able to communicate with people globally and convey meaning because it is not only important in education and schools, speaking skills are also important outside of education, which is in the tourism area (Vellayan, 2021). Good speaking skills involve a good understanding of grammar, clear pronunciation, appropriate use of vocabulary, and the ability to think spontaneously in the language used. In improving speaking ability, learners have certain strategies for speaking English.

Meanwhile, deliberate actions or behaviors that language learners employ to improve the intake, retention, recall, and application of new information are known as language learning strategies (Hardan, 2013). Learning strategies are specific ideas or actions people take to help them understand, learn, or remember new knowledge ((Rubin, 2013; Griffiths, 2004). According to Oxford, (1990)notes that learning strategies are particular acts that students take to support their learning, making it simpler, quicker, more pleasurable, more self-directed, and more successful. For every learning process to accomplish its primary goal, a strategy must be modified.

Additionally, in 2020, education is provided through training, instruction, and advice by national education laws. In Indonesia, education can be broadly classified into three categories: formal education, non-formal education, and informal education. Herțanu et al (2023) stated that formal education takes place in schools. Non-formal education is a channel of education outside of formal education that can be carried out in a structured and tiered manner such as an English course. Informal education is a path of family and environmental education in the form of independent learning activities carried out consciously and responsibly (Ainsworth & Eaton, 2010).

Therefore, informal education speaking is a crucial ability to take into consideration in the tourism sector. One of the best services the tourism business can offer is the capacity for direct communication or effective speaking because it will help them receive positive feedback from tourists. With good communication skills, the tourism industry will be able to attract more foreign tourists to visit. And speaking skills are also closely related to hawkers (street vendors) (Sri Puspa Dewi, 2021).

Likewise, hawkers interested in the field of tourism must be able to speak English well as an international language. This can add value to certain foreign tourists in offering their merchandise. Hawkers not only use speaking skills to communicate with local customers but also for their needs in offering merchandise to foreign tourists based on the goals they want to achieve in the tourism sector (Mika & Mardiana, 2023).

In the tourism sector, speaking is an essential component. It supports and makes a service run well (Indrianty, 2016). A hawker must be able to speak correctly so that other people can understand easily the statements (Azis et al., 2018). One thing that hawkers need to pay attention to in speaking skills is vocabulary, pronunciation, fluency, and tone when speaking. This ability will be a big component in hawkers' success in speaking English.

An expert stated that parties in the tourism industry must have the ability to communicate effectively in English because English is the language most widely used by people in the world to communicate when traveling abroad (Saragih et al., 2022). According to Saragih et al (2022) statement, researchers concluded that speaking skills are very needed in the tourism sector. Certain strategies or methods can be used to improve this ability to become a hawker who can speak. Because speaking has a significant role in the tourism industry, a trip agency, and hawkers could operate more effectively as a result, to ensure that others can comprehend what they say, a tourist employee needs to be able to communicate well. Therefore, concerning of this study will explore what is the language strategy applied by hawkers in speaking skills at tourism spots they use for learning English and how they learn.

METHOD

This research uses a qualitative method which is used to find out or describe the reality of the events under study so that it is easier to get objective data. Meanwhile, to explore more deeply the language learning strategies applied by hawkers to improve their speaking skills, the research conducted by the researcher is a case study. A case study is a problem that needs to be investigated to fully understand a "case" or bounded system, which consists of understanding an event, activity, procedure, or set of people (Yin, 2014).

In this study, researchers took locations in three different tourism spots, namely Tanjung Aan Beach, Kuta Beach, and Sade Traditional Village, Central Lombok Regency, considering that these three tourism spots are tourist centers that have a strong attraction for foreign tourists, where many

hawkers sell around these tourist attractions and of course, some hawkers can speak English.

Participants of the Study

The participants in this research were five hawkers in Central Lombok tourism spot, namely Baiq Mahnep, a fabric trader at Tanjung Aan Beach, Central Lombok, to explore and dig up information related to strategies in learning English, especially speaking. Mrs. Erna, the fabric trader at Tanjung Aan Beach, comprehensively examined the strategies used in learning to speak English, and Mrs. Monika, the fabric and bracelet trader at Kuta Beach, comprehensively explored strategies in learning to speak. Fateh, a bracelet trader at Kuta Beach, comprehensively explored strategies for learning to speak English, and Mrs Fani, a cloth trader at Sade Traditional Village in Central Lombok, explored information about strategies used to learn to speak English.

Instrument of Data Collection

An interview and literature review were chosen to collect data. The following question were used as instruments to collect data for this research by the author:

1. What did hawkers do when learning English for the first time?
2. What are the hawkers' strategies for learning English, especially in speaking?

Technique of Collecting Data

In this research, the researcher employed multiple techniques to gather data, which included interviews and literature reviews. To complement the interview results, the researcher conducted a literature review on language learning strategies.

Data Analysis

The results of data collection were analyzed qualitatively using the analyzing model from Sugiyono (2013) which includes data reduction, data presentation, and conclusion. The data was used as a basis to strengthen the researcher's argument in analyzing strategies for learning speaking skills for hawkers in tourism areas.

RESULT AND DISCUSSION

Based on the results of the research on the English language strategies of hawkers in tourist attractions, the researcher found that hawkers who sell around tourist attractions mostly communicate using the local language (Sasakness) even in those tourism attractions, but when they are in tourism attractions such as beaches, hills, or other places they use English when communicating with foreign tourists. Furthermore, the hawkers probably just spoke 40% English and 60% local language (Sasakness) for a whole day.

Meanwhile, hawkers are more confident in using English, even though sometimes they are wrong in pronouncing word by word. Besides that when they did not know about the vocabulary they asked the tour guide or their friends, and sometimes they asked their customers (foreign tourists) directly about it.

Otherwise, the first time hawkers learn English is by listening when tourists talk to tour guides and friends, the most common learning strategies of hawkers are asking questions to tour guides and friends, collecting vocabulary by asking friends or tour guides, practicing with tourists, and also learning English, especially in terms of speaking by establishing relationships with tourists. In addition, the environment such as the tourism areas was influenced by those who were learning English through an autodidact.

Based on the research conducted by the researchers, some of the interview results that have been reviewed by the researcher provide information related to the strategies used by hawkers in learning English, especially speaking. The results show that there are strategies used by hawkers in learning English, especially speaking.

Hawkers do in learning English for the first time

Researchers found that the first time hawkers learned English was by listening to foreign tourists talking to tour guides and their friends (Monika, 2024). The learning strategy most often used by hawkers is to ask questions to tour guides and friends, then after asking questions related to vocabulary or a sentence, the vocabulary or sentence is memorized while walking around looking for customers and practiced directly when meeting foreign tourists (Mahnep, 2024; Erna, 2024). Hawkers collect vocabulary by asking friends who can speak English or tour guides, sometimes practicing directly with foreign tourists, and also learn English, especially in terms of speaking by establishing relationships with foreign tourists (Mahnep, 2024).

Hawkers' strategies for learning English

The learning strategy most often used by hawkers when first learning English, especially in speaking, is to listen and pay attention to tourists and tour guides when they talk, they pay attention to every interaction between tour guides and tourists, especially when fellow hawkers interact with tourists (Fani, 2024; Fateh, 2024). Then after listening to the interaction between the tour guide and tourists, they will start asking the tour guide what the tourists are talking about, then after asking the hawkers will memorize little by little the conversation between the tour guide and foreign tourists and practice it directly with foreign tourists.

In terms of enriching vocabulary

In terms of enriching hawkers' vocabulary, they ask tour guides or their friends who speak English when they do not know about the words they want to mention, but also sometimes they ask tourists about the words. After asking about the vocabulary they want to say, they will repeat the vocabulary while going around to sell and practice directly to foreign tourists (Monika, 2024). However, hawkers rarely ask about vocabulary per word, but they ask per sentence such as "Do you want to buy sarong?", after getting the sentence it will be memorized while walking around to sell, then when meeting with foreign tourists the known sentence will be immediately practiced (Mahnep, 2024; Erna, 2024).

In terms of developing pronunciation

In terms of developing or improving pronunciation, hawkers practice their pronunciation by repeating or imitating the tourist's voice or their friend's words and then speaking themselves, sometimes they share how to pronounce a word well with the tourist, and when they are wrong then the tourist helps correct it or helps them pronounce the word in a good way, and also they ask the tour guide how to produce the word (Fateh, 2024).

In terms of improving fluency

To make their fluency more attached to their place and work (hawkers), they speak English with tourists or with their customers every day and then practice it with tourists directly, mostly practiced while they are trading (Fani, 2024; Fateh, 2024; Monika, 2024). So that way hawkers improve their fluency in speaking English by interacting a lot with foreign tourists directly.

In terms of improving the accent

To improve their accent, most of them listen to tour guides with foreign tourists when interacting, they listen carefully to every word spoken, and then they ask about the sound of a word they don't know how to pronounce (Monika, 2024; Mahnep, 2024). However, most of the hawkers use an American-style accent when speaking.

Based on the results of the study, almost all hawkers have the same strategies in learning English, especially speaking, namely by listening a lot to the interaction between tour guides with foreign tourists or interactions between fellow hawkers with foreign tourists, then in addition to listening carefully hawkers will ask questions related to the meaning of what is discussed by tour guides with foreign tourists. In language learning strategies, the strategies used by hawkers in learning English especially speaking are social strategies, cognitive strategies, memory strategies, and affective strategies.

Meanwhile, in learning English for the first time, hawkers use social strategies and affective strategies, because they collaborate with tour guides and foreign tourists in the learning process, such as listening to interactions between tour guides and foreign tourists, then as time goes by the hawkers begin to be interested in learning English. learned English after listening to many interactions between tour guides and foreign tourists. In learning English, especially speaking, hawkers use social strategies, by listening and asking lots of questions, either to tour guides or fellow hawkers who can speak English. In increasing vocabulary, hawkers use memory strategies, social strategies, and cognitive strategies. When they want to learn new vocabulary, hawkers will ask tour guides or fellow hawkers and sometimes ask foreign tourists directly. After asking they will memorize the vocabulary while going around selling and practice it directly when they meet foreign tourists. In improving pronunciation and fluency, hawkers use social strategies and cognitive strategies, where they will ask tour guides, fellow hawkers, or sometimes ask foreign tourists directly how to pronounce words correctly, then they will try and practice them repeatedly. to fluency, and because of their habit of interacting a lot with foreign tourists, when they speak English they don't stutter, because this fluency

is due to being used to communicating with foreign tourists and practicing a lot. In improving their accent, hawkers use social strategies, namely by listening and asking a lot and then trying pronunciation techniques using the foreign tourist's accent.

The strategies used by hawkers in learning English, especially speaking, can not only be used in autodidactic learning but can also be applied in the learning process in the classroom by teachers.

CONCLUSION

Based on the data found, the researcher concluded that: 1) Hawkers' strategies in learning English for the first time, especially in speaking are social strategies and affective strategies. 2) Hawkers' strategies in learning English, especially in speaking are social strategies. 3) In terms of strategies to improve vocabulary, they use memory strategies, social strategies, and cognitive strategies. 4) In terms of developing or improving pronunciation, they use social strategies and cognitive strategies 5) In terms of improving speaking fluency, they use social strategies and cognitive strategies. 6) In terms of improving accent, they used social strategies.

Meanwhile, concerning the data taken from interviews and literature studies the frequent learning strategies used by hawkers in learning English, especially in speaking were social strategies, cognitive strategies, affective strategies, and memory strategies. The strategies used by hawkers in learning English, especially speaking not only can be used in autodidact learning but also can be applied in the learning process in the classroom by teachers.

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