

Chapter Four

Finding and Discussion

This chapter presents finding and discussion from collected data through interview and observation with three street hawkers. The final results are reported in detail. Those results were related to the literature reviews and several provided theories.

Initially the researcher only wanted to find a challenge faced by street hawkers on the use of English language in their transaction activity. But when the researcher collected and analyzed the data, the researcher interested to discuss the findings about the reasons causing challenges appear. It was because the researcher believed that when street hawker, government, and community service want to overcome the challenges, they must know about the caused of challenges first.

There were two main findings reported in this chapter. The findings were obtained and analyzed from the interview and observation results. The first findings were about the challenges faced by street hawkers, and the second findings were about the reasons causing the challenges in their transaction activity. The researcher wanted the findings and discussion described in sequence, detail, and clear from each participant.

The challenges on the use of English language.

There were some challenges faced by Wati, Nur, and Utami. The challenges were lack of vocabulary mastery, difficulty in arranging complete sentences, difficulty in pronunciation, lack of self-confidence in speaking English

language, difficulty to respond to the international tourists' speed and accent. All the findings were related to Paakki's (2003) arguments. Pakki (2003) mentioned that there were several types of problems experienced in speaking English language. These were mainly the feeling of embarrassment, fear of making errors, problem with memorization and recollection, and problems with oral production, pronunciation and accent. All the challenges were discussed bellow.

Lack of vocabulary mastery. Having lack of vocabulary mastery was one of Wati's challenges from her-self. When she was interviewed, Wati explained that she had problem to remember the English words. She said "So it was hard to remember the English words that I wanted to say". Based on the observation data, the researcher found Wati was lack of vocabulary mastery. When Wati spoke she had difficult to speak some English language words. Then, Wati combined Bahasa Indonesia with English language. In the observation data, Wati said "Ohh, yes, yes, wait, many colors. This red, white, blue, *coklat, ungu, grey* and this, this". She said that sentence while showing the examples colors of clothes to the international costumer.

This challenge was also experienced by Nur. She was lacking of vocabulary mastery. She said "I felt that I don't know enough vocabulary". This also occurred when the observation was held. The researcher found Nur could not say any words in English language. When the costumer asked the colors of the clothes to Nur, she could not answer all the name of colors using English language. Nur said "Yes, I have black, pink, yellow color, *coklat, ungu, and biru tua*"

Utami's challenge was also lack of vocabulary mastery. Utami stated when she spoke English language she always thought about the words that she wanted to say. She said "I thought about the words". And she also stated "I still lacked of vocabulary". In the observation, the researcher also found that Utami could not speak some words in English language. In Utami's conversation with the international costumer, she said "No, *adanya yang lebih kecil*, small bag". She spoke stammered.

Wati, Nur, and Utami were participants who had challenge on vocabulary mastery. They realized that challenge came from themselves. Nation (2001) explained vocabulary knowledge allows the use of language, and the use of language leads to an increase in vocabulary knowledge. That was illustrated the relationship between vocabulary knowledge and the use of language as complementary in order to understand the language its-self. Nation (2001) also said vocabulary is crucial to be mastered by the English language user. Vocabulary mastery is needed to reveal our ideas and to be able to understand the other people's sayings.

Difficulty in arranging complete sentences. Second challenge was lack of difficulties in arranging complete sentence. This also came from Wati's personal challenge. It made Wati hard to arrange the words being a sentence. In the interview, she revealed "When I was talking, I can't connect the sentence properly, I spoke intermittenly. When I wanted to talk long, I can't make it". In the observation data the researcher found that Wati spoke intermittenly. It was show when Wati was having a conversation with international costumer, Wati

said “No Mr.,, no,,, this, only one hundred thousand. If yes,,, yes, if not,,, not” [spoke intermittently].

Nur also had a challenge on arranging the complete sentences. She explained “I was confused when arranging the words. It was really difficult”. In the observation, the researcher also found that Nur had difficulty in arranging the words to be a sentence. When she wanted to ask the customer about the number of clothes that the customer wanted to buy, she said “Oke, no problem,, I give you,,, you get if you buy five”.

Difficulty in arranging complete sentences was also Utami’s challenge. Utami felt confused in arranging the words to be a sentence. She said “I was often confused about arranging the words”. It also showed by the way Utami spoke to the international customer. When Utami spoke, she spoke slowly and Utami’s face looked like to think many things in her mind.

This challenge experienced by all participants. Wati, Nur, and Utami realized that they had challenge in arranging complete sentences. According to Debata (2013), someone does not have a good knowledge of grammar then it will inhibit the smoothness of communication. Without grammar, a language will be ambiguous and ineffective. Therefore, learn the grammar will create clearer and more effective communication.

Difficulty in pronunciation. Beside lacking of vocabulary mastery and difficulty arranging the complete sentences, Wati also had difficulty in pronunciation. She felt English words made her tongue felt stiff, because Wati was very familiar with Javanese or Bahasa Indonesia. In the interview data, she

mentioned “It was hard to say, my tongue felt stiff when I spoke English language, because the words were more difficult to speak than Javanese or Bahasa Indonesia”. This challenge also showed when observation occurred. Wati had difficulty to pronounce the price of the souvenirs that she sold. She said “This two, *seratus empat puluh ribu*, emm one hundred fourteen [,fɔ:’ti:n] thousand”. It showed by Wati’s mispronounced “forty” [’fɔ:ti] to be “fourteen” [,fɔ:’ti:n].

The second participant, Nur also felt difficulty in pronunciation. Sometime Nur understood what the international customer said, but it was hard for her to say what she wanted to say. “Sometimes I understand what they said, but it is hard for me to said” Nur said. This challenge also appeared when the observation held. Nur mispronounced the word “Green” and “color”. She said “green” [gri:n] to be [gran], and she said “color” [’kʌl.ər] to be [’kʌl.ɔr]

The third participant, Utami felt confused when she wanted to speak English words. She spoke stiffly. It was because Utami always thought how to pronounce the words in English language. Utami explained “Then, I thought how to pronounce it”. She also explained “I have to think hard if I want to speak English language, so I spoke stiffly”.

All the participants also faced this challenge. Wati, Nur, and Utami mentioned that they were difficulty in pronunciation. They often mispronounced the English words that they wanted to say. Dewlash (2018) states improper pronunciation can lead to negative impressions, misconceptions and ineffective communication. Dewlash (2018) also mentioned pronunciation errors can cause

serious misunderstandings. Bad pronunciation can result in failure to convey messages and may cause problems in communication.

Lack of self-confidence in speaking English language. Another Wati's challenge was lack of self-confidence in speaking English language. Wati felt that she was afraid of making mistake, because she would not even made her international costumers felt uncomfortable. She explained "Yes, like I said earlier, because my English was bad. Finally there was a fear to speak. The effect of feeling fear finally made me stammer. And I was confused when I spoke". Other statement from Wati "I was afraid of being wrong, I was afraid they will feel uncomfortable".

Utami also felt lack of self-confidence in speaking English language. She was nervous. Utami said "I was often afraid talking English language". The other statements, she said "I felt nervous before talking, automatically I spoke haltingly". And "Yes, it was a problem, I felt embarrassed, and I was also feeling afraid if they will uncomfortable shopping at my place".

The first and third participant, Wati and Utami often felt afraid when talking English language. They revealed the challenge was actually from theirself. The statements mentioned previously were in line with Smith (2013) who said the one who lack of self-confidence in speaking a target language will be difficult to develop their language acquisition than those who have confidence.

Difficulty to respond to the international tourists' speed and accent. One of Wati's challenges, it was lack of listening ability in English language. In the interview finding, Wati revealed that she often got international customers,

and some challenges were coming from them. The challenges were accent and speed of speech. Some of international customer spoke very fast to Wati, and they also spoke with different accent. Wati said “I was confused what he was talking about, because he spoke very fast” and “I felt unclear when he spoke, the accent was different”. This challenge also occurred while the observation was held. Based on the observation, this was also seen from the interaction between Wati and one of the international customers. Wati was silent and looking confused when she heard an international customer talking very fast to her.

Weinrauch and Swanda (as cited in Sullivan, 2011) suggest that listening is the most important form of communication, but still often overlooked; maybe more attention should be directed at the subject listening. Both students and employers may need to better recognize the importance of this communicative function. Krashen (as cited in Hamouda, 2013) argued that people acquire language by understanding the linguistic information they hear. Thus language acquisition is achieved mainly through receiving understandable input and listening ability is the critical component in achieving understandable language input. Without understanding inputs at the right level, there will be misunderstanding.

The reasons causing challenges. There were several reasons that caused Wati, Nur, and Utami challenges on using English language in their transaction activity. Those were age factor, low level of education, anxiety, the nature of first language and second language, lack of experience on using English language, and

lack of motivation on learning English language. All the reasons were discussed below.

Age factor. For Wati, age factor caused her challenges on using English language appear, because Wati was the oldest participants. She believed age was a trigger that made difficult for her to remember English language words. She said “I was already old, so it is hard to remember the English words that I wanted to say”. She also stated “I was old so I often forgot the vocabulary”. This finding was related with Moyer (2004) said a relatively late onset of English studies was arguably another important reason for speaking problem.

Low level of education. The other reason that made Wati’s challenges appeared was low level of education. The low level of education made Wati lacked of vocabulary mastery. She said “I graduated from elementary school. In the past, when I was at school, I never learned English language”. Wati revealed that her educational background caused difficulties in speaking English.

This reason also caused Utami’s challenge, because she graduated from junior high school. Utami thought she did not have many experiences in learning English. She said “I graduated from junior high school”. She just learnt English language at school but it was a long time ago. She explained “Once, but some of English lessons I have forgotten because it is been long time.” According to Schwarz and Terrill (2000), the other reason for lack of ability in English foreign language user is low level of education. The low level of education will cause the difficulties in learning a second or foreign language.

Anxiety. Wati stated one of the reasons caused challenges appear was anxiety. She felt afraid of making mistake. The effect of feeling afraid of making mistake caused the difficulty in pronunciation. She was afraid to make her costumer felt uncomfortable. Wati said “I was afraid of being wrong. I was afraid they will feel uncomfortable”. In other question, Wati also answered “If you told to people who did not connect. It would not even make them feel comfortable”. She also mentioned “I felt afraid of being wrong. And finally I found difficult to speak English language”.

Feeling afraid of making mistake was also felt by Utami. She stated “Yes, like what I said earlier, because my English was bad, finally there was a fear to speak. The effect of feeling fear finally made me stammer. And I was confused when I spoke”. Utami’s feeling also made her to think hard about how to speak English language well. It made her thought too much. She thought about what is the words, how is the grammar, and how is the pronunciation. And all that thought caused Utami felt confused and nervous when she spoke.

Anxiety is a feeling of fear, nervousness, worry and a sense of tension associated with the autonomic nervous system (Horwitz, 2001). Crookall and Oxford (as cited in Horwitz, 2001) suggested that problems with self-esteem, risk-taking, and confidence in language are caused by language anxiety and it will end up inhibiting proficiency in a second or foreign language.

The nature of first language and second language. This reason stated by Wati. She felt difficult to speak English language because the comparison of native language. Wati explained “Because the words were more difficult to speak

then Javanese or Bahasa Indonesia”. The comparison of Bahasa Indonesia made Wati felt difficult for her to remember and pronounce the English language words.

Same with Wati, Utami told to the researcher that she felt nervous when speaking English language to her international customer, because she felt more comfortable spoke Bahasa Indonesia instead of speaking English language. She said “It was hard for me. I was nervous, if I asked to choose I wanted to sell using Bahasa Indonesia.” Utami also said “Because I felt more comfortable when I spoke Bahasa Indonesia instead of speaking language”. According to Schwarz and Terril (2000), other reasons for the lack ability in speaking English language were the lack of effective study habits, and comparison of learner’s native language, particulary if the learner is used to a non-Roman alphabett, and the lack of practice outside.

Lack of experience on using English language. This reason came from Nur. She realized that she never learned English language enough. She explained “Because I realized I have not learned enough. My experience was also very lacking because I had only been selling for two years”. Nur’s statement was inline with Tatham and Morton’s (2006) statement. They said many people reported that they can understand a language but they cannot speak, it was because lack of experiences and education.

Lack of motivation in learning English language. Then, the other reason was lack of motivation on learning English language. The effect of lacking motivation in learning English caused the lack of vocabulary. Nur told to the researcher, when she was at school. She was very rare to learn English language,

because she didn't like her English teacher. She said "When I was in school, I was very rare to pay attention to my English teacher". She also explained "He [Nur's English teacher] was a fierce person, so I didn't like him, if I was wrong I would have been scolded. He said I was lazy to study, he said I just played". The effect of lacking motivation in learning English caused the lack of vocabulary. Nur explained "I realized I have not learn enoughs, so I still lacked of vocabulary mastery".

According to Al-Mahrooqi and Tabakow (2013) explained motivation is an effective factor of a deep self-confidence to achieve something, feelings, learning attitudes, and personality types. The lack of motivation in learning English language seems to be common challenges. Schwarz (2003) also explained the lack of motivation will effect on employment and academic pursuits, social interactions and personal relationship, and self-esteem.

In conclude, the researcher found two findings from the interviews and observation. First, the researcher found all the participants had challenges on using English language in their transaction activity. The challenges were lack of vocabulary mastery, difficulty in arranging complete sentences, difficulty in pronunciation, lack of self-confidence in speaking English language, difficulty to respond to the international tourists' speed and accent. And second, the finding was about the reasons caused challenges appear. Those were age factor, low level of education, anxiety, the nature of first language and second language, lack of experience on using English language, and lack of motivation on learning English language.