

Chapter Four

Findings and Discussion

In this chapter, the researcher present the data based on the data analysis and the discussion of the findings. This chapter will be followed by discussion and theoretical theory and it is will be strengthened by quote of the participant.

Findings

There are three major findings reported in this chapter. The findings are analyzed to answer the research question. The first research question is how the Malioboro merchant learned English language. The first question answers will be divided into two parts, types of learning and learning strategies. The second question is what the perceptions of Malioboro merchant towards the role of foreign tourist in Malioboro Street in their English language learning.

Types of learning, Based on the data of the interview, Malioboro merchants learn English language in informal learning environment and some other learn in formal learning environment and then learn from informal learning environment. Therefore, this part will discuss about types of learning based on the opinion of the participants.

Informal learning based on the opinion of the participants, (Alpha, Beta, and Delta) answers that they learn English while they work. Based on Manuti, Pastore, Scardigno, Giancaspro, and Morciano (2015), when in informal learning environment, learning occurs in form of problem solving and social interaction with peers or customers. In the workplace, people that have high engagement

level are more likely to develop skill than those in low engagement jobs (Mallows & Litster, 2016). In Malioboro Street, they are working while learning. Although they not focus mainly on learning English language, they could still learn English language.

Alpha stated below:

“So that's how we learn from our guests” (P1.2)

“Because we meet with guests, foreign tourists every day, so I really have to hear conversations between these foreign tourists so I can quote them too” (P1.5)

Alpha stated that he learn from his guest. He used to “meets guest” at his shop and he “listen to the foreign tourist” so he “can quote” what they are saying. He listens to the foreign tourist saying and tries to understand what they are saying. Then he tries to say the word that he heard before.

Similarly, Beta and Delta also said almost identical opinion,

Beta stated:

“From association and experience” (P2.1)

“From travel guides, I learn from them” (P2.2)

*“Yes, the guide often tells me, how to do it, like this so I understand”
(P2.3)*

Beta said that the first time he confused how to speak English language. Then, beta asks his friend to teach him to speak English. He learns how to say words in English by asking some of his friend that working as a tourist guide.

Delta stated:

“Only self-taught, street language, transaction language only” (P4.1)

”Learns from your cellphone, with friends; keep trying to talk to tourist” (P4.2)

“The cellphone just recently, usually use a dictionary to translate” (P4.3)

Delta said that he learn by himself. He used to learn English language using his cellphones to translate the words so he could understand. He also uses the dictionary to translate the words. He also asks his friends to teach some vocabulary. Then, he proceeds to try communicating with the foreign tourist.

There were some similarity between Alpha, Beta and Delta result. The answer shares similar topic of informal learning. Alpha, Beta and Delta learns English language through informal learning situation. Informal learning occurs within daily routines, such as working, having conversation, watching and reading news. The most cases of informal learning are usually unintentional by the perspective of the learners. (Werquin, 2010). The dynamic and flexibility of Informal learning allows Malioboro merchants to explore their knowledge.

Formal learning, formal education works on a systematic and organized classroom with a set of rules and norms that plays as goals. Dib (1988) said that formal learning environment is commonly used in a specific institution, such as

universities and schools that is intended for teaching learning purposes. Learning in school required the participant to follow some set of rules and objectives by the school principal.

Charlie said that:

” I used to study in school, at STM” (P3.2)

“Like in school, there are conversation subjects” (P3.3)

Delta also said that:

“I also study from the school subject” (P4.6)

Charlie said that he study English language in school, and has “practice with the teacher”. Delta’s answers in similar tone that he “study English language” while he was in high school. Charlie and Delta stated that they learn English language while was in high school. Charlie and Delta studied in the high school and learn English language. While studying in school, both of them used books and practices with their teacher or friends.

Based on the opinion of the participants, the researcher can conclude that there are many of Malioboro merchants believe that they learn English language while working on Malioboro Street, and some other learn from studying at school. The merchants explain that they learn English by having foreign tourist visiting their shop; either it’s the foreign tourist all alone or with the tour guide. They know that if they want to sell their goods to the foreign tourist, they had to learn English language.

Learning strategies, it is being said that learning strategies are unique and personalize. As Schumacher and Deshler (cited in Protheroe and Clarke, 2008, p. 34) defined that learning strategies is an individuals' approach to complete given task. This include how the person thinks, planning, acts and evaluating their performance. There are three learning strategies discussed mainly in this research, namely, metacognitive, cognitive, and social strategies. Each of the strategies is used by the Malioboro merchants based on the statement of the participants.

Metacognitive strategy, Metacognitive strategy involve in planning and evaluating about learning. Metacognitive strategies involve the person to evaluate and planning on their learning, (Boghian, 2016). Metacognitive strategy required to achieve an effective learning. One of the participants uses metacognitive strategies as he planning and evaluating how well he learns English language. Alpha believes that his English teacher is his foreign tourist. Alpha analyzes what worked and did not work for him. He said that listen to what the foreign tourist saying and later he confirm it with his dictionary.

Alpha said that:

“Then I realize that my teacher actually was foreign tourist” (P1.10)

“If I just read the dictionary, I was confused. The practice results are very different in the field” (P1.11)

Alpha also said that it was “confusing if” he only read the dictionary. “It was different in reality”. He “used to read dictionary” but in the ends, the results are very different. Then he evaluates how he learns English language. He also acknowledges that he “learn from foreign tourist” then continue to listen to what

the foreign tourist says. Alpha's statements prove that he used the evaluate part of metacognitive strategy to improve his learning progress.

Cognitive strategies, cognitive strategy is based on the person use his or her mental process to understand some pattern or information. Cook stated that in order to understand new knowledge, the students' needs to engage both mentally or physically, (2008). The participants mentioned that they used this strategy, especially if they study in schools. In school, the students had to pay attention to the teacher, read books, takes some notes.

Alpha said that:

" I read, bought books and I learned, I read and self-taught without a companion" (P1.4)

"What is said by these foreign guests, I confirm t it to the dictionary book, and then I will later add it from the language they speak, indeed I have connected it myself roughly according to the dictionary." (P1.6)

"Alhamdulillah, I read the dictionary, I confirm it as I said earlier." (P1.8)

Alpha said that he read the dictionary try to memorize some words in English that could help him to be able communicate with foreign tourist. Because the foreign tourist spoke so fast that he could barely hear what they actually said. Alpha had to figure it out by himself. So, he confirms what the foreign tourist said with the dictionary. Alpha said that" what the foreign tourist says had to be

adjusted with the dictionary because I couldn't hear clearly. Then I figure it out by myself using dictionary as references”.

Charlie also said:

“I used to study in school, at STM” (P3.2)

“Like in school, there are conversation subjects” (P3.3)

Charlie said that when he was in regular school in the 2003, he received some English language lesson. He practiced English language with his teacher. Charlie said “back then, I used to study in high school. And then I practiced with English teacher”. And now, he practices his English language skill with tourist in Malioboro. “Now I practice my English skill with tourist, but not so fluent”.

Delta also said:

Learns from your cellphone, with friends; keep trying to talk to tourists. (P4.2)

“The cellphone just recently, usually use a dictionary to translate” (P4.3)

“At the very least, you have to memorize the vocabulary and then enter the sentence” (P4.4)

“I also study from the school subject” (P4.5)

“At school must use a book.” (P4.6)

Delta also said that he also study in senior high school but then he start to learn by himself. “Back then, I used to use books when I am in senior high school” delta mention. He firstly learn English using textbook provide by the

school and when he became a merchant, he start to use dictionary, asking some friends and try to have conversation with the tourist.

It is clear that the participants use cognitive strategy. Alpha said that he “reads the dictionary” and “confirm” what he hears from the tourist. And then he tries to implement of what he hear from the foreign tourist. Charlie said that he study in high school. He said that there are conversation subject and he “practice to speak English language” with his teacher. Delta also mention in similar way. He “learned English in high school” and was “using books”. He added that he had to memorize some of the vocabulary and put it in a sentence. Later on, he used his “cellphones to translate some words” and tries to speak with the tourist.

These statements approves that the participants use cognitive strategy in their English language learning. By doing activities such as; taking notes, reading books or articles, having practices with teachers, the learner can memorize and understand the knowledge better. Khezrlou (2012) also said that cognitive strategies involve the person to read books and note taking some information. Malioboro merchants use this strategy to help them understand new knowledge; either they read some dictionary, taking some notes on the vocabulary, using a translator application in their cellphones or dictionary. By doing that action, it helps them to memorize and understand new knowledge

Social strategy, Strategy requires that the students learn by having interaction by fellow students. Social strategies often rely on the help of other to aid the learner to understand, such as teacher or lecturer. Cook (2008) stated that by implementing social strategy, the learner can get benefit such as; learning in

the contextual situations and pronunciation. He also implies that using learning strategies makes the learning more successful and enjoyable.

Beta said that:

“From travel guides, I learn from them” (P2.2)

“From association and experience” (P2.1)

Beta said that he learns English language from “his friend and colleague”. He also “asks some tour guide” to teach him some vocabulary. Beta asks his friend to teach him to speak English. Then, he learns how to say words in English by asking some of his friend that working as a tour guide.

Charlie said that:

“I used to practice with the teacher back at STM” (P3.4)

Charlie learns English language with the help of his teacher back in school. He practiced English language with his teacher. Charlie said “back then, I used to study in high school. And then I practiced with English teacher”. Charlie may ask his teacher about some difficult vocabularies or having conversation with.

Delta said that:

“Learns from your cellphone, with friends; keep trying to talk to tourists” (P4.2)

Delta said that he also study in senior high school but then he start to learn by himself. “Back then, I used to use books when I am in senior high school” delta mention. He firstly learn English using textbook provide by the

school and when he became a merchant, he start to use dictionary, asking some friends and try to have conversation with the tourist.

These statements prove that Malioboro merchants use social strategy to help them understand English language. When Malioboro merchants do not understand, they can ask fellow merchant for assistance. The merchant also have to ask help from more knowledgeable peers such as tour guides to help them communicate with the foreign tourist.

Based on the result, the researcher concludes that the participants use learning strategies to learn English language. These learning strategies are proven used by the Malioboro merchants. The Malioboro merchants used the social strategy to help each other when there are some foreign tourist comes to their shop. They used cognitive strategy and read dictionary to help them communicate with foreign tourist. They also used metacognitive strategy. They could see other merchant dealt with foreign tourist and evaluate on how they dealt with foreign tourist. Learning strategies are important to overcome the language barrier between the merchants and foreign tourist to reach their goals. As Cook stated, all of the learning strategies are used by the learner to achieve an effective learning (2008). All of the learning strategies are related to one or another. By using learning strategies, the learner is expected to increase their performance in learning.

Role of the Foreign Tourist

The third finding of this research is the role of foreign tourist viewed from the Malioboro merchants' point of view. Communication skill is important in

tourism industry. Now days, English has grown and become international language because of the globalization. It is necessary to find common language to ensure hospitality service. This challenge gives tourism worker to learn English language. As Bubanovic and Grizinic (2011) said, that it is important for everybody that works in tourism sector to develop English language skill. The Malioboro merchant has to adapt with this challenge. They start to learn English language. From the interview result, the Alpha, Charlie and Delta agreed that they learn English language with the help of foreign tourist as learning peers or source of learning.

Alpha said that:

“So that's where we learn from our guests” (P1.2)

“We practice in the field what foreign tourists tell us to talk about buying and selling” (P1.3)

“Because we meet with guests, foreign tourists every day, so I really have to hear conversations between these foreign tourists so I can quote them too” (P1.5)

“While exploring English with them, foreign tourists” (P1.7)

“So I realized that my teacher is actually a foreign tourist” (P1.10)

Alpha said that because many foreign tourist come to his shop every day, he “start to learn” English language, especially in buying and selling. By listening to what the foreign tourist says and confirm it with the dictionary, Alpha able to learn English language. As the time move on, Alpha feels that using dictionary

only makes him confused because what he learn by read the dictionary is not suitable in the real world. He realizes that his teacher was the foreign tourist.

Charlie also said similar opinion:

“Of course with foreign tourist” (P3.1)

“Yes with tourists, but it's not so fluent” (P3.5)

“Yes, they only ask the most, then we answer, just like that, by the way, it's rare. Because I don't speak English fluently” (P3.6)

Even Charlie is not fluent when speaking English language; he is able to communicate with foreign tourist. Though it is rare, the foreign tourist asks Charlie how to speak Javanese. Charlie statement shows that not only the merchants wants to learn English language, the foreign tourist also wants to learn some local language as well.

Delta also said:

“Learns from your cellphone, with friends; keep trying to talk to tourists” (P4.2)

“Try to practice English with tourists but it is difficult” (P4.8)

Similarly, Delta also mentioned that he frequently “trying to talk” with foreign tourist although it is difficult for him. These statement made by Alpha, Charlie and Delta proves that they continually trying to communicate with the tourist although it was difficult for them.

Based on the result of the participants, Malioboro merchants viewed the foreign tourist as the source or learning peers in their English language learning. They practice their English language when foreign tourists come to their shop. The participants try to communicate with the foreign tourist even it was difficult for them. As Manuti, Pastore, Scradigno, Giancaspro, and Morciano (2015) said that when learning in workplace, leaning is in form of problem solving and social interaction with peers or customer. The Malioboro merchants could develop English language. This indicates that there is a reciprocal interaction between Malioboro merchant and foreign tourist. The merchants could learn English language by having interaction with the foreign tourist. The foreign tourist could get the souvenirs they want.