The Perception of Malioboro Merchants toward Their English Language

Learning

Thomi Bariq Ghazala[1] Arifah Mardiningrum[2]

Universitas Muhammadiyah Yogyakarta

Abstract

This research aimed to reveal how the Malioboro merchants learn English language and what the perceptions of Malioboro merchant towards the role of foreign tourists in Malioboro Street for their English language learning are. This research adopted a qualitative approach using descriptive design that took place in Malioboro streets. Four participants were chosen using snowballing sampling with the help of key informant to help the researcher finds suitable candidates. The first finding is divided into two parts, namely types of learning and learning strategies. There are three types of learning; formal, informal and non-formal learning. Types of learning show that two of the participants learnt in an informal learning environment. And the other two had some formal education before learnt in an informal learning environment. There are three learning strategies; metacognitive, cognitive and social learning strategy. The result shows that the participants used metacognitive strategies to evaluate their learning. The participants used cognitive strategies and read dictionary or take notes. The participant also used social strategies and ask more knowledgeable peers to helps them communicate with the foreign tourist. Learning strategy is about the kinds of strategies implemented by the merchants. The

second finding is that the Malioboro merchants viewed the foreign tourist as the source or learning peers for them. The research found out that the Malioboro merchants learnt English language while working or have some prior knowledge when they study in high school then become a merchant.

Introduction

Learning environment plays a huge part in someone's learning. Learning environment provide both stimulus to comprehend a new information and assistance from more knowledgeable peer. The researcher believes that English language learning is a combination of constructing the knowledge by ourselves or being taught by a teacher in formal education setting. A person might construct his knowledge by listening to music, watching movies, reading novels or having conversation with the natives and being taught by a teacher in a formal education setting. Katy (as cited in Mbaga, 2015), proposed that "interaction is the best method for those beginning to learn English language" (p. 2). During interaction, leaners receive input and produces output. In this context, learners get opportunity to use the language naturally rather than memorizing dialogues and pattern practices.

There are two types of learning environment, which are formal learning environment and informal learning environment. Formal learning environment is commonly used in a specific institution, such as universities and schools that is intended for teaching learning purposes. Formal education works on a systematic and organized classroom with a set of rules and norms that plays as goals (Dib, 1988, p. 1). In the other hand, informal learning environment is not intended for teaching and learning purposes, for example tourism places and shopping centers. Informal education does not follow a set of rules and norms and usually the learner shapes the systematic and organized the materials by themselves (Dib, 1988, p. 6).

Learning could happen in formal and informal setting. For example, a person could be taught by someone in the classroom and another formal education setting, or he could construct the knowledge himself by experiences that he has. Hall and Walsh (2002) saw the language learning activity as a social activity that learners build their own set of knowledge by experiences and the assistance of more knowledgeable peers or teacher.

Malioboro Street is a very popular tourism place in Yogyakarta city. Many people go to Malioboro Street because there are so many shops that sell unique souvenirs in cheap price. Many foreigners from different places go to Yogyakarta city, not only from Indonesia, but also from abroad. Because the foreigner also comes from another country, the merchant and the foreigner have to find a communication method. Therefore, English language is needed as lingua franca. English as lingua franca is an additional language that is serve as a method to establish a communication with other speaker with different first language (Seidlhofer, 2001). Malioboro Street is both the workplace and learning environment of the merchants. Malioboro Street becomes the place that the merchant learns and learns the skills that are required to their job. When in informal learning environment, learning occurs in form of problem solving and social interaction with peers or customer, (Manuti, Pastore, Scradigno, Giancaspro, & Morciano, 2015). In addition Manuti, et al., stated that the merchant could learn skills that are required for their job by having interactions in the workplace with some customers.

Literature Review

Learning

There are many definition of learning by a lot of experts that define learning in many ways. According to Oxford Dictionary (2017), "learning is the acquisition of knowledge or skills through study, experience, or being taught". As stated above, someone learn new things by observing surrounding environment, interact with another individual and interpret new obtained information. Learning plays an important part in higher level of education. Learning is a process of revising or constructs a new knowledge to enhance previous knowledge (Pratt, 1992). But de Houwer, Barnes-Holmes and Moors (2013) also argued that learning is a change of behaviorism through the process of experiencing. By these definitions, the researcher could define that learning is a process of revising or constructing knowledge to enhance prior knowledge that leads to change of behaviorism by experiencing some input, for example reading newspaper, watching news, talking with friends and colleague.

Based on this literature, the researcher conclude that learning is not limited to theoretical knowledge gained from the text book, but also highlighted on the acquiring practical knowledge or new skills. Chambell (2008) said that learning is a process of engaging everyday experiences and classroom topics and intentionally engaging prior knowledge with new classroom materials to mold new meaningful and lasting learning.

Types of Learning

There are three types of learning; formal, non-formal and informal learning.

      Formal learning, Formal learning is typically built as a package of 'courses' or 'programs'. These course or program tends to have a number of features. The formal learning follows some set off rules and regulations. Dib (1988, p. 1) stated that "formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology." . Dib (1988) added that formal learning is rather structured and systematic organized model of learning.

      Informal learning, Informal learning occurs within daily routines, such as working, having conversation, watching and reading news. In most cases, informal learning is usually unintentional by the perspective of the learners (Werquin, 2010). The learners did not know that they were learning by experiencing something. The idea of informal learning is the learners are exposed to learning situations all the time while doing something other than studying or taking note. Informal learning is a more flexible and dynamic approach. Informal learning does not require following a set of specific rules or objective. The learner set the objective, and how he or she wants to learn. Dib (1988) also said that informal learning does not have the necessity to regard of degree or diploma.

      Non-formal learning, Non-formal learning is formal and informal learning combined. Non-formal learning is follow some specific rules but tend to be more flexible and use dynamic approach. Non-formal learning does not require constant

contact between teacher and students. The attendance of the students is not required in non-formal learning, decreasing the amount of direct contact. Dib (1988) stated that Non-formal education does not require students' attendance. Moreover, a non-formal learning activity is outside of the classroom, for example paper work and reading assignment. Dib also stated that non-formal education endowed with flexible curricula and methodology.

Learning Strategies

There are three types of learning strategies that Cook (2008) proposed in the book. Cook (2008) mentioned three of learning strategies. All of the strategies are related to one's learning process. When learning, the individuals use all of this skill to achieve an effective learning. The first learning strategies, metacognitive strategies involve planning and thinking about learning, such as planning on a learning, monitoring on a learning an evaluating how well a learning is. Metacognitive strategies require learners to plan, organize and evaluate their knowledge. (Boghian, 2016) . For example; the students plan to practice to achieve good result.

The second learning strategy is cognitive strategies. A cognitive strategy is involving conscious ways to learn, for example; note-taking, using text book or dictionaries and relating new information to prior knowledge. Cognitive strategies require learners to use all of their mental process to understand by looking at some pattern or information. Cognitive strategies require students to interact with the subject both physically or mentally to learn new knowledge (Khezrlou , 2012) The

students take notes on what is important to help use remember some information better; this is the part of cognitive strategies.

The third learning strategy is social strategies. Social strategy is learning by interacting with others, such as working with fellow students or asking for the teacher helps. When the students do not know or miss some important information, they often ask their friends or the teacher to repeat again about the information. This is the part of social strategies that requires learner to learn with others.

English in Indonesian Tourism

Yogyakarta is one of most visited city by foreign tourist in Indonesia. Malioboro Street is one of the tourism attractions in Yogyakarta. Malioboro merchant are often dealt with foreigner that wants to buy some souvenirs. The merchant has to be able establish communication with the foreign tourist in order to sell the souvenirs. As English is an international language, the merchant should learn English language. As already implied by Mallows and Litster (2016), by often dealt with foreign tourist, the merchant could develop English speaking skill in workplace.

Communication skills are important in tourism industry. It is necessary to find common language in order to ensure hospitality services. English has grown and become international language because of globalization. It is important now for everybody that work in tourism sector to develop English language skill (Bubanovic & Grizinic, 2011). Furthermore, the competition in tourism also increase because many new foreigner attractions and tourism workers, especially in Indonesia. These

challenges give the tourism worker motive to overcome and become successful in tourism industry.

The Role of Native Speakers to Learns English

When an institution have native speaker as a teacher, the learning atmosphere is usually different with institution that do not have a native speaker. Having native speaker as a teacher is an interesting experience. The native speaker could boost students' enthusiasm to learn English language. Murtiana (2011) said that learning English language with native speaker can make the students feel more motivated to improve their English language skill. Learning with native speaker also gives benefit to the students. Murtiana also said that the native speaker could provide the students with more natural pronunciations, appropriate expressions, common slang language and common idioms that could not be found in the textbook.

The native speaker could help the students to feel more comfortable because they may have interesting teaching strategies. The native speaker may also have interesting stories to shares and make the students feel enthusiast. The researcher believes that native speaker plays an important role to improve students' English learning. Malioboro merchants meets native speaker when they were working at the Malioboro streets. The Malioboro merchants could feel motivated to learn English language to attract the attention and sells their goods to the foreign tourist. The

Malioboro merchants could learn directly from the foreign tourist the correct pronunciations of the word or the proper way to use some expressions.

Methodology

This research was conducted using qualitative research design. This research aimed to reveal how Malioboro merchants learn English language and to reveal their perceptions on the role of foreign tourist in learning English. The researcher wants to find some Malioboro merchants that could speak English language. The researcher used snowball sampling. Snowball sampling was used to help the researcher find the specific characteristic that being sought with the help of one "key informant" Cohen et al (2011). The researcher conducted an interview with the participant to gather deep and detail of their experience in learning English language. Interview is one of qualitative data gathering method. The researcher used interview because the aims of this study was to reveal the perception of Malioboro merchant towards their English language learning.

The next step is the researcher recorded the interview to make the researcher could use the recording many times as the researcher need to collect all the information. Then, the researcher transcribed the data into word. The next step of data analysis was coding. Coding was divided into four steps, which was open, analytical, axial and selective coding. Cohen, et al (2011) also mentions that coding is a process of giving label or category to a piece of data to identify similar ideas or

information. Firstly, the researcher proceeds with open coding. Open coding was a simple label that the researcher attached to a piece of data that later would be describe or categorize. The next stage of data analysis was analytical coding. The researcher groups the labelled data from the open coding into similar theme. Analytical coding was more than just giving label to a piece of data, but giving an interpretative code. The next stage of data analysis was analytical coding. The researcher groups the labelled data from the open coding into similar theme. Analytical coding was more than just giving label to a piece of data, but giving an interpretative code. The last stage of data analysis process was selective coding. The selective coding is procedure to identifies the core of a data and form a theory based on the specific information. The researcher could draw the conclusion based on the selective coding. The selective coding provides the researcher the result of the study and the answer of the research questions.

Findings and Discussion

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.

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. 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.

In the other hand, 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 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.

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.

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

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. 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. Cook also implies that using learning strategies makes the learning more successful and enjoyable.

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.

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.

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.

Conclusion

Based on the interview, the researcher can conclude that Malioboro merchant learn English language while they work in Malioboro Street or they already have some prior knowledge before back then when they study at high school. The Malioboro merchant learn in a place that is not intended for learning and some other learn while in back when they study in high school. The Malioboro merchant knows that they have to learn English language to communicate with the foreign tourist. 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.

Also based on the interview, Malioboro merchants use learning strategies to aid them to understand new knowledge. Metacognitive strategy requires the individuals evaluate their knowledge and planning on their learning. Evaluating on learning can lead to more effective learning situations. The merchants also use

cognitive strategy. By doing activities such as; taking notes, reading books or articles, having practices, the learner can memorize and understand the knowledge better. And the last is social strategy is based on asking more knowledgeable peer to help understand the material. In Malioboro Street, the merchant also ask for help from other merchant or more knowledgeable peers such as tour guides to help them communicate with the foreign tourist.

From the interview, the research can conclude that the Malioboro merchant view the foreign tourist as the source or learning peers for English language learning. They practice their English language when foreign tourists come to their shop. The more foreign tourists come to their shop, the better the Malioboro merchant English language skill. This indicates that by having interaction between Malioboro merchant and foreign tourist could actually develop the Malioboro merchant English language skill.

Suggestions

Based on the analysis and conclusion above, there are several suggestions which the researcher hope can be beneficial from this study about the perception of Malioboro merchants towards their English language learning. The suggestions are presented below:

For researchers, the researcher realized that this research is limited. Limited here means that this research needs more exploration about perception of Malioboro merchants. Furthermore, it need to explored even more because the number of

Malioboro merchant and the researcher have difficulties to find a suitable candidate even with the help of key informant. In the future, the researcher suggests exploring this topic in a quantitative way to reach broader participants to understand the experience of Malioboro merchants.

For other merchants, based on the result of the study, the participants tell about their experience of learning English language. These experiences could be beneficial for other merchants. The researcher suggests that other Malioboro merchants could try and implement what the participants had done. The other Malioboro merchants should try to learn English language while working and talk to foreign tourist more often. Other merchant could replicate the way that the participants learn English language in hope of achieve efficient learning in the future.

For educational practitioners, based on the interview, the Malioboro merchants see the foreign tourist as their teacher or learning peers. The researcher suggests that in the future, educational practitioners to design some kind of learning activity to adapt the special needs of Malioboro merchants. The researcher suggests that the activity involves foreign tourist as well.

For the government, based on the interview, the Malioboro merchants mostly learn by themselves with no aid from the local government. The researcher suggest to the government to design a learning activity that focus on Malioboro merchant to help on their English learning. In hopes that by design a learning activity, the number

of Malioboro merchants that able speak English language increase and can improve their economics by selling some goods to the foreign tourist.

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