

**ANALYSIS OF ENGLISH NEEDS FOR HAWKER IN
MANDALIKA SPECIAL ECONOMIC ZONE, CENTRAL
LOMBOK - WEST NUSA TENGGARA**

Ketua tim : Jumrah, M.Pd (202405850113009)

Anggota : Khaerani Saputri Imran (20101527071054)



**TADRIS BAHASA INGGRIS
FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI MATARAM TAHUN
2023**

**ANALYSIS OF ENGLISH NEEDS FOR HAWKER IN
MANDALIKA SPECIAL ECONOMIC ZONE, CENTRAL
LOMBOK - WEST NUSA TENGGARA**

RATIFICATION SHEET

Laporan penelitian yang berjudul “Analysis Of English Needs For Hawker In Mandalika Special Economic Zone, Central Lombok West Nusa Tenggara”, No.Registrasi: 1544054749546263331796, Klaster: Penelitian Dasar Program Studi, yang disusun oleh:

1. Ketua

Nama : Jumrah, M.Pd

NIP : 198505242011012008

No. ID Peneliti : 202405850113009

Bidang Keilmuan : Bahasa Inggris

2. Anggota

Nama : Khaerani Saputri Imran

NIP : 199006122019032013

No. ID Peneliti : 20101527071054

Bidang Keilmuan :PAUD

Yang pembiayaannya bersumber dari BLU UIN Mataram tahun anggaran 2023, sebesar Rp. 15.000.000,- (Lima Belas Juta Rupiah), telah memenuhi ketentuan teknis dan akademis sebagai laporan hasil penelitian, sesuai Pedoman Teknis Penelitian Berbasis BLU UIN

Mataram Tahun Anggaran 2023.

Mataram, 1 September 2023

Mengetahui,

Ketua LP2M

Prof. Dr. Atun Wardatun, M. Ag., M.A

NIP.19770330200003 2 001

Kepala P3I

Dr. Emawati, M. Ag

NIP.19770519200604 2 002

FOREWORD

We would like to express our gratitude to Allah SWT for all His abundant mercy and grace in this research journey. With great respect, we convey this foreword as an expression of thanks and appreciation to all parties who have participated and provided support in this research. This research, entitled "Analysis of English Needs for Hawkers in Mandalika Special Economic Zone, Central Lombok - West Nusa Tenggara," aims to examine the English language needs faced by traders (hawkers) in the Mandalika Special Economic Zone area. This research bridges understanding of the cross-cultural communication challenges faced by traders, as well as identifying the level of English language proficiency they possess. We would like to thank to rector of UIN Mataram and LP2M who have given the researchers to conduct the research under the title Analysis of English Needs for Hawkers in Mandalika Special Economic Zone, Central Lombok - West Nusa Tenggara. for all hawkers who were willing to participate in this research and share their experiences. Our hope is that the findings from this research can contribute to increasing understanding of the importance of English language proficiency in the economic context of the Mandalika region.

It is hoped that the results of this research will provide a clearer view of the English language needs of traders, which in turn can be used to design effective and sustainable training programs. Finally, we express our deep gratitude to all parties who have helped and supported this research. We hope that this research can provide significant benefits in developing cross-cultural communication and economic development in the Mandalika Special Economic Zone.

Thank You

Researchers

TABLE OF CONTENTS

COVER	i
RATIFICATION SHEET	iii
FOREWORDS	vii
TABLE OF CONTENTS	x
CHAPTER I INTRODUCTION	1
A. Problem Statement.....	4
B. Research Objective	4
C. Research Significatant	5
D. Previous Related Research.....	6
E. Theoretical Framework.....	10
F. Research Methodology	43
CHAPTER II	52
A. Finding	52
B. Discussion	53
CHAPTER III	93
A. Finding	95
B. Discussion	96
CHAPTER IV	96
A. Finding	122
B. Dsicussion	124
CHAPTER V CLOSING	142

REFERENCES	144
APPENDICES	149

CHAPTER I

INTRODUCTION

A. Background

Lombok Island is one of the tourist destinations that has natural tourist attractions that have been famous for a long time, it is not only by local tourists but also foreign tourists. Some of the tourist areas on Lombok Island that are worldwide are Senggigi Beach, Kuta Beach, and the Three Gilis in North Lombok. The tourism sector in Lombok continues to grow rapidly year by year. This is accompanied by the development of other sectors, such as infrastructure, transportation, accommodation, services, and others. Regarding the service sector, the people who live around tourist areas take apart by offering various of their creations to the visitors who come, and they become hawkers in the Mandalika Special Economic Zone, Central Lombok. However, their presence causes new problems for tourists, not the least of whom feel disturbed because of the way they sell their wares by forcing them to buy. This happens because of the limited knowledge they have about how to be kind to tourists who come from different cultural backgrounds.

In response to this problem, the NTB Tourism Office (Dispar) in collaboration with the Central Lombok District Government held

Hospitality and Sapta Pesona Training for 120 hawkers in the Mandalika Special Economic Zone in 2018 ago (<https://investasi-perizinan.ntbprov.go.id/2018/03/13/traders-asongan> mandalika given-training-hospitality/). This activity was used as an initial preparation for the MotoGP world event which was held in March 2022. This should be of particular concern given the soaring number of foreign tourists (tourists) since the MotoGP event was held a few months ago.

Badan Pusat Statistik (BPS) recorded data on the number of visits by foreign tourists (tourists) to Indonesia through the main entry gate in March 2022 reaching 40,790 visits, an increase of 206.25% compared to March 2021. Meanwhile those entering through Lombok International Airport, West Nusa Tenggara (NTB) experienced a fantastic increase of 500% (Margo Yuwono, 2022). This is an extraordinary fact that demands the readiness of all elements, including hawkers in the area, to be able to master English according to the needs of the English language they use in carrying out their profession. The hawkers need to master English because it serves as the primary means of communication with foreign tourists, enabling them to sell their products effectively and provide a better customer experience. Proficiency in English also allows hawkers to better understand the needs and preferences of tourists, enhancing sales opportunities and expanding their market reach in the highly competitive tourism industry from the aforementioned justification,

the researcher is intrigued by raising the title "Analysis of English Language Needs for Hawkers in the Mandalika Special Economic Zone. This research will explore what English material information they often use when communicating with foreign tourists and what obstacles they face while interacting with these foreign tourists.

B. Problem Statements

The problem formulation in this study is based on the context given above, and they are:

1. How does the English proficiency level of the hawkers in Mandalika Special Economy Zone when communicating with foreign tourist?
2. What English conversation materials are needed by hawkers in Mandalika Special Economy Zone when communicating with foreign tourists?
3. what are the obstacles faced by hawkers in Mandalika Special Economy Zone when communicating with foreign tourists

C. Research Objectives

The following are the goals of this study:

1. To find out the English proficiency level of the hawkers in Mandalika Special Economy Zone when communicating with foreign tourist.
2. To find out what English conversation materials are needed by hawkers in Mandalika Special Economy Zone when communicating with foreign tourists.
3. To find out what are the obstacles faced by hawkers in

Mandalika Special Economy Zone when communicating with foreign tourists.

D. Research Significant

1. Theoretical Significant

- a. Can be used as a basis for preparing teaching materials for English for Tourism, especially those targeting hawkers.
- b. Can provide meaningful information for tourism actors that mastering English is one of key points to success in this sector.

2. Practical Significant

- a. As input for stakeholders in the tourism sector in NTB, especially Central Lombok Regency, to pay more attention to the existence of hawkers and increase the competencies that support their activities.
- b. Can be used as a source of information for researchers to design and formulate appropriate coaching programs for tourism actors, especially hawkers, in improving their English-speaking skills so they are ready to meet consumers from foreign tourists.

E. Previous Related Research

Research related to the analysis of the need for English for tourism activists is not new, previously there have been many studies discussing similar matters, so the researcher will present several studies below:

1. Research conducted by Ni Luh Manda Wulandari, and Putu Indah Rahmawati with the title "Analysis of English Language Needs for Waiters in five Star Hotels in Bali". The results of this study are that of the four components of English (Speaking, Listening, Writing and Reading), two of them are important points that must be mastered by a waiter, namely Speaking and Listening skills. (Ni Luh Manda Wulandari, 2020, p. 1-7). Based on the research finding above, several similarities and differences were found from previous studies with this study. The most prominent equation is the same analysis, namely an analysis of the English language needs of tourism activists, but what makes the difference is that if the research above aims to analyze the English language needs of waiters, this research aims to analyze the English language needs of street vendors in one of the tourist villages in Lombok.
2. The next research is "Mapping English Language Needs in Tourism Potential Area Communities of Bangka Regency, Bangka Belitung Islands Province " conducted by Dini

Wulansari, and M. Afifulloh. The results of this study indicate that the English language skills of the surrounding community are still low and the community hopes Such activities can be sustainable, namely once a week. (Dini Wulansari, 2018, p. 133-144). There are some similarities and differences between previous research and this research. The similarities are found in the research objectives where the analysis of the English language needs is the focus of these two studies, but apart from the analysis of the need for English the above research also maps the English language skills of the surrounding community.

3. The other research was conducted by Indah Puspitasari and M.T. Karyadi, with the research title "English for Tourism: Banyumas Tourism Development Through Analysis of English Language Needs for English D3 Students", According to the study's findings, speaking is the most important skill that pupils require. Lack of direct experience in the field of using English for hotels and tourism, as well as a lack of practice listening to different language accents, such as those of English speakers from China, Japan, and India, which can make it challenging for stakeholders to understand. (Karyadi, 2018, p. 212-220). From the explanation above, it can be concluded that between the research above and the research that will be carried

out by researchers there are similarities and differences between them, the similarities are that they both analyze the need for English in the tourism sector, and there are several differences, one of which is the research subject.

4. The next research is “Analysis of English language needs to improve English language skills for MSMEs (UMKM) in Kampung Bandar Pekanbaru city” conducted by Aulia agustiani, Mariantina, M.Sefrona Syaiful. The result of this study revealed that the micro small and medium enterprises at Kampung Bandar Pekanbaru city, still really need the English language to support their work. From the self- assessment / self-evaluation. It is known that the majority of local guides learn English from school. (Agustiani, 2023, p. 9033). There are several differences between this research and the researchers' research, namely first, the research subjects, where this research chose several MSME actors as subjects, while the researchers chose hawkers as subjects. The next difference is the research location, where this research is located in several small and medium-sized Bandar villages, while research by researchers is located in the Mandalika coastal area.
5. Last research was from Ilham, Hijril Ismail, Irwandi, Hidayati, Rima Rahmania, Muhammad Hudri by the title “English Conversation Training for Hawkers in Senggigi Beach

Tourism Area". The purpose of this activity is to provide training to hawkers in the Senggigi beach area for improve English conversation skills. The partners of this training are traders' hawkers who sell in the tourist area of Senggigi beach. These hawkers sell various souvenirs, t-shirts and jewelry trinkets. The method in training is done by using training methods using practical English using language English when making buying and selling transactions with buyers. The results of this dedication show that the English conversation skills of the hawkers experienced a good improvement from the aspects of vocabulary, grammar, pronunciation, fluency and accuracy. However, there is a slight difference with the research conducted by the researchers, namely this research focuses on English conversation training and aims to improve the English skills of hawkers in the Senggigi beach area, while the researchers in this study aim to find out what English is needed by hawkers in the Mandalika beach area.

F. Theoretical Framework

1. Mandalika Special Economic Zone

Special Economic Zones (SEZ) are areas or areas that are given the authority to carry out certain economic benefits (<https://kek.go.id/>). The creation of this SEZ intends to spur economic growth, promote equitable development, and boost the nation's competitiveness. The consideration for developing this SEZ is for regions with geoeconomic and geostrategic advantages that can support industrial and other economic activity with high economic value and international competitiveness. The existence of SEZs is projected to boost national economic capacity and competitiveness through value-added and value-chain industries, as well as tourism. There are now 18 SEZs in Indonesia till 2022, one of which is the SEZ Mandalika.

SEZ Mandalika itself began operating in 2017 where this area was built in the tourist area of Central Lombok, NTB. KEK Mandalika offers marine tourism with stunning beach and underwater charms. Mandalika comes from the name of a legendary character, namely Princess Mandalika who is known for her beautiful look. Every year, in Central Lombok, the Bau Nyale tradition is held, namely the ritual of looking for nyale (sea worms), which according to local

belief, Nyale itself is the incarnation of Princess Mandalika. This celebration is a unique tradition that attracts both local and international tourists. The concept of developing SEZ Mandalika is the development of environmentally sound tourism (National Council of KEK RI, 2022). Some favorite spots visited by many tourists, especially foreign tourists in the SEZ Mandalika area, such as Kuta beach, Mandalika beach, Tanjung Aan beach, Seger beach, apart from the beach there are Merese Hill and Seger Hill as well as the tourist village areas of Sade and Ende, the last being the new center of attention - Recently at KEK Mandalika, namely the MotoGP circuit. (Wonderful Indonesia, 2022).

2. English for Specific Purposes

ESP is a language teaching approach in which all decisions, content and methods are based on a person's reasons for learning (Hutchinson and Waters 1987). This aims to meet the special needs of students and to develop linguistic competence of students in accordance with the interests and education needed to support success in learning English. ESP has various branches of scientific disciplines where all of them have objectives according to their fields, among which the most frequently discussed is the purpose of learning English in relation to the world of

tourism or English for Tourism.

a. English for Tourism

Because most people will be tourists at least once in their lives, English for tourism is considered one of the more engaging subjects. Furthermore, persons working in guest-host relations, such as hotels, travel agencies, restaurants, information centers, and tourist attractions, must study English for tourism purposes. English has recently become a core subject in the industrial sector, and hospitality training programmes assist employees in achieving English proficiency in order to fulfil employment responsibilities (Hsu, 2010; Chen, Chiu, & Lin, 2011; Kuppan, 2008).

English is unavoidable in the world of tourism, where English itself plays an important role in the development of tourism. The use of English in the tourism industry improves communication between tourism actors and tourists from around the world. In recent years tourism in Indonesia has increased rapidly. One of the things that is currently of concern is Lombok, especially in the Mandalika special economic zone, after successfully holding the moto GP event in early 2022 yesterday. Mandalika is getting more and more attention from foreign tourists, especially because

of the natural beauty that is offered, even the Mandalika circuit is predicted to be one of the most beautiful circuits in the world.

This of course increases the number of foreign tourists visiting, so in its utilization apart from adequate infrastructure development, the development of human resources must be in line with one of the efforts that can be taken to improve human resources in the tourism area is to improve English skills.

English for Tourism itself focuses on developing Speaking and Listening skills, this is of course based on the demands of the job itself, as a hawker seller who certainly will talk a lot to attract buyers, especially visiting foreign tourists, of course requires good English skills, especially in terms of explaining the goods being sold and requiring the ability to listen to sentences in English well, because they need to understand what the buyer is saying for a smooth transaction. Of the many English materials used in transactions, the most crucial ones to be understood and mastered by sellers include:

1) Describing Things

The four things that are always used in describing goods or objects are size, color, shape and taste. So, traders are required to be able to explain the details of the products offered to buyers so that buyers do not feel hesitate to buy these goods, examples of words commonly used in describing things include: Size: By, disproportionate, double, full-size, etc. Color: Black, white, red, bold, colorful, etc. Forms: Square, diagonal, round, and triangle. Taste: sweet, salty, sour, and spicy. (Natural readers, 2015, p 35-60)

2) Offering Things

In offering goods to buyers, of course sales must be able to do well in order to attract buyers' interest in this case offering goods must be followed by the ability to describe goods well too, examples of sentences commonly used in offering things are: May I, Can I, Would you , How about. (Daughter's Danastry, 2022). Apart from the sentences above, in the process of offering goods to potential consumers, traders also need to be familiar with terms that are commonly used in the buying and selling process, such as how to say the numbers in thousands,

hundreds, and tens. In addition, traders also need to know the vocabulary that is commonly used in buying and selling, including: Available, Bargain, Buy, Cash, Cheap, Cost, Pay, etc. (English First, 2020).

3) Negotiation

After feeling interested in the goods offered by the trader, of course the buyer will negotiate with the seller if he feels the price offered is not appropriate, then the buyer must be able to master the words or sentences that will be used during the negotiation process takes place, among examples of sentences often used by sellers such as: I am afraid that is out of the question, I don't think that we could go that far, and I am afraid we can't go that low. (English Conversation, 2022).

4) Agree and Disagree

After negotiating, the trader has the right to approve or reject the offer submitted by the buyer in English. There are several examples of sentences that can be used by traders, including: Fair enough, I couldn't agree more, sounds great as well as several sentences for disagreement such as: I beg to differ, I can't agree with, etc. (Intan Aulia

H, 2022).

5) Thanking People and Replying Thanks

From the agreement between the seller and the buyer based on the results of the negotiations, another material that really needs to be mastered by the seller is "thanking people and replying thanks", where the seller thanks the consumer for their availability in buying the goods offered as well as for their attention to the merchant who is offering goods. Some expressions that sellers can use include, Thank you so much for, and I'm so grateful for. (Speaking naturally, 2020 p. 129-144).

3. Language Proficiency Levels

Language proficiency levels can be categorized into several stages, such as basic, intermediate, and advanced. These levels are relevant to understanding their ability to communicate effectively with tourists and customers. Here's a brief explanation of these levels (CEFR, 2007):

a. Basic Proficiency

- 1) A1 (Beginner - Breakthrough): Individuals have minimal or no English proficiency at this level. They can understand and use very basic phrases and vocabulary for

simple greetings and transactions with tourists or customers.

- 2) A2 (Elementary - Waystage): Individuals at this stage have slightly improved skills. They can handle basic conversations, provide limited information about their products or services, and respond to straightforward questions.

b. Intermediate Proficiency

- 1) B1 (Intermediate - Threshold): Hawkers with intermediate proficiency can engage in more detailed interactions. They can explain their offerings, understand and answer customer queries, and manage common situations effectively.
- 2) B2 (Upper Intermediate - Vantage): At this level, hawkers can communicate fluently with tourists or customers. They can discuss various topics, give recommendations, and address diverse customer needs and preferences.

c. Advanced Proficiency

- 1) C1 (Advanced - Effective Operational Proficiency): Individuals at this level can handle complex and challenging situations. They can provide comprehensive information, negotiate effectively, and understand the

nuanced language tourists or customers use.

- 2) C2 (Mastery - Proficient): At the highest level of proficiency, hawkers possess near-native language skills. They can engage in specialized and sophisticated conversations, and understand and communicate effectively in all contexts, including complex business transactions.

4. Communication Needs

There are some specific topics that hawkers should master in communicating with foreign tourists. Those applicable topics (mrw Phon Somboon, 2020) are:

- a. Products and Services: Hawkers need to have a deep understanding of the products or services they are selling. This includes knowing product specifications, benefits, and prices. They should be able to explain products clearly to foreign tourists and make recommendations based on customer preferences.
- b. Pricing and Bargaining: The ability to discuss pricing and engage in bargaining is a crucial skill. Hawkers should be able to talk clearly about the prices of their products and be skilled in negotiations to ensure both parties are satisfied with the transaction.

- c. Local Attractions and Events: Hawkers should have knowledge of local tourist attractions, ongoing events, and interesting places around tourism object. This allows them to provide valuable information to foreign tourists and offer recommendations about places worth visiting.
- d. Sizes and Conversions: If hawkers are selling products like clothing or items with specific sizes, they need to understand relevant sizing and conversions. This enables them to help customers find products that fit them.
- e. Food and Beverage Menus: If hawkers sell local food or beverages, they need to master the menu and explain ingredients and flavors clearly to foreign tourists. They should also be able to recommend culinary options that suit customers' tastes.
- f. Directions and Locations: Hawkers should be able to provide directions and information about essential locations such as parking areas, restrooms, or tourist information centers. This helps foreign tourists feel more comfortable and oriented.
- g. Payment Etiquette and Tipping: Hawkers need to understand payment etiquette and tipping customs in various cultures. They should be able to explain payment methods and offer advice on what is considered polite when

giving tips.

- h. **Weather Conditions and Forecasts:** Information about the current weather and upcoming forecasts can be very useful. Hawkers can provide advice on suitable clothing or activities based on weather conditions.
- i. **Local Transportation:** Understanding the local transportation system, such as buses, taxis, or bike rentals, as well as their fares, is valuable knowledge. Hawkers can provide information on the best ways to get around tourism object.
- j. **Payment Options and Currency:** Hawkers should be aware of the various payment options they can accept, such as cash, credit cards, or e-wallets. They should also have an understanding of the currency used in the region and possible exchange rates.

5. Cultural Considerations

In the vibrant and diverse tourism landscape, cultural considerations play a pivotal role in shaping hawker-tourist interactions. Understanding and respecting cultural nuances are not only essential for effective communication but also for fostering positive and memorable experiences for tourists from various cultural backgrounds. Here's a more in-depth

exploration of these cultural factors (Gary P, 2017):

a. Local Culture and Traditions

Hawkers should familiarize themselves with local customs, traditions, and festivals. This knowledge allows them to share insights about Sasak culture, engage tourists in cultural dialogues, and contribute to preserving and celebrating the region's identity.

b. Religious Sensitivities

Indonesia is predominantly Muslim, and Lombok, including Mandalika, follows Islamic traditions. Hawkerc should be aware of Islamic practices, such as daily prayer times and the importance of modest dress codes. Understanding these aspects ensures that tourists respect local customs, thereby contributing to a harmonious cultural exchange.

c. Language and Greetings

While English is widely used for communication, learning basic greetings and polite phrases in the Sasak language or Bahasa Indonesia can demonstrate cultural respect and create a welcoming atmosphere. Tourists often appreciate when locals make an effort to speak their language or at least understand and respond to local greetings.

d. Etiquette and Behavior

Cultural norms regarding behaviour and etiquette can vary significantly. Hawkers should be culturally sensitive, considering factors such as appropriate dress, gestures, and body language. This sensitivity helps avoid unintentional offense and promotes positive interactions with tourists from diverse cultural backgrounds.

e. Negotiation Styles

The style of negotiation can be heavily influenced by culture. Some tourists may expect assertive bargaining, while others may prefer a gentler approach. Hawkers should adapt their negotiation style to accommodate the cultural preferences of their customers, ensuring mutually satisfactory transactions.

f. Cuisine and Dietary Restrictions

Hawkers should be knowledgeable about dietary restrictions and preferences based on cultural and religious beliefs. Some tourists may adhere to specific dietary practices, such as halal or vegetarian, which hawkers should be prepared to accommodate, thereby enhancing their dining experience.

g. Gift-Giving and Tipping

Cultural practices related to gift-giving and tipping can vary. In some cultures, it is customary to offer small gifts or tips as a sign of appreciation. Hawkers should be aware of these practices and be gracious in receiving such tokens of gratitude from tourists.

h. Respect for Personal Space

Cultural norms regarding personal space can differ significantly. Some cultures are more reserved, while others are more physically expressive. Hawkers should be attuned to these differences to avoid making tourists feel uncomfortable during interactions.

i. Cultural Events and Festivals

Being knowledgeable about local cultural events and festivals allows hawkers to inform tourists about ongoing celebrations. This information can enhance the tourist experience by encouraging participation in cultural festivities and providing insight into the local way of life.

j. Sensitivity to Diverse Backgrounds

Mandalika attracts tourists from around the world, each with their own cultural backgrounds and expectations. Hawkers should approach interactions with an open mind, avoiding

stereotypes, and treating all customers with equal respect, regardless of their cultural origin.

In summary, cultural considerations are integral to the hawker-tourist dynamic in the Mandalika Special Economic Zone. By acknowledging and embracing cultural diversity, hawkers can create an inclusive and welcoming environment, enriching the overall tourist experience and contributing to the region's reputation as a culturally diverse and respectful destination.

6. Local Policies and Initiatives

Local policies and initiatives have a significant impact on the language needs and development of English language skills among hawkers. These policies and programs are often designed to enhance the overall tourism experience and promote effective communication with foreign tourists (Ida, 2021).

- a. **Tourism Promotion:** Local authorities often recognize the importance of English proficiency among hawkers in promoting tourism. They may initiate campaigns and programs aimed at improving English language skills among hawkers. These initiatives may involve partnerships

with language training providers or local educational institutions.

- b. **Language Training Programs:** Some local governments or organizations may organize language training programs specifically tailored for hawkers. These programs offer structured courses to enhance basic and practical English language skills, including greetings, product descriptions, and transactional language.
- c. **Cultural Competency Training:** To complement language skills, cultural competency training may be provided. This training helps hawkers understand the cultural backgrounds and sensitivities of foreign tourists, ensuring respectful and culturally sensitive interactions.
- d. **Tourism Associations and Chambers of Commerce:** Local tourism associations and chambers of commerce may collaborate with hawkers to facilitate language training. They understand the pivotal role hawkers play in the tourism industry and may offer resources or subsidies for language education.
- e. **Regulatory Support:** Local authorities may enact regulations or licensing requirements that encourage hawkers to develop language skills. For instance, hawkers might be required to demonstrate a basic level of English

proficiency to obtain or renew their licenses.

- f. Promotion of Language Apps: Local policies might encourage hawkers to use language translation apps or devices to aid communication with tourists who speak languages they are not familiar with. These technologies can be cost-effective tools for overcoming language barriers.
- g. Recognition and Rewards: To motivate hawkers to improve their language skills, local governments may introduce recognition or reward programs. Hawkers who demonstrate exceptional language proficiency and customer service may receive awards or incentives.
- h. Collaboration with NGOs and Educational Institutions: Collaboration with non-governmental organizations (NGOs) and local educational institutions can provide hawkers with access to language resources and training opportunities. These partnerships can also facilitate cultural exchange programs

7. Tourist Expectations

Understanding the expectations of foreign tourists when it comes to communication with hawkers is essential for creating positive and memorable experiences. Foreign tourists often have specific preferences for language proficiency in their

interactions with hawkers. Here's a detailed examination, along with references (Ying, 2011):

- a. **Clear and Effective Communication:** Foreign tourists typically expect clear and effective communication when interacting with hawkers. They prefer hawkers who can understand their requests, answer their questions, and provide information about products or services in a comprehensible manner.
- b. **Basic English Proficiency:** English is commonly expected as a lingua franca in tourist destinations worldwide. Tourists often appreciate hawkers who possess at least basic English language skills, enabling them to engage in simple conversations, greet tourists, and conduct transactions.
- c. **Product Knowledge:** Tourists expect hawkers to have a good grasp of their product or service offerings. This includes the ability to explain product details, prices, and benefits in a language tourists can understand.
- d. **Cultural Sensitivity:** Foreign tourists appreciate hawkers who demonstrate cultural sensitivity. This includes using appropriate greetings, being aware of cultural norms and taboos, and avoiding behavior or language that might be offensive.

- e. **Accurate Information:** Tourists rely on hawkers for accurate information about local attractions, events, and services. Hawkeries with language proficiency can provide tourists with reliable recommendations and directions, enhancing their overall experience.
- f. **Negotiation and Bargaining:** In many tourist destinations, bargaining is a common practice. Tourists expect hawkers to engage in fair and friendly negotiations. Language proficiency allows hawkers to negotiate confidently and transparently.
- g. **Assistance with Special Requests:** Some tourists may have specific dietary restrictions, preferences, or special requests. Language-proficient hawkers can better understand and accommodate these requests, ensuring that all tourists feel valued and catered to.
- h. **Enhanced Trust:** Effective communication through language proficiency builds trust between hawkers and tourists. Tourists are more likely to make purchases and engage in positive interactions when they can communicate comfortably with hawkers.
- i. **Convenience:** Language proficiency makes transactions and interactions more convenient for tourists. They can quickly understand menus, prices, and payment methods,

streamlining their experiences.

- j. Positive Reviews and Recommendations: Satisfying tourist expectations in hawker communication can lead to positive reviews and recommendations. Tourists often share their experiences with others, contributing to the reputation of the destination.

8. Language Training and Education

Language training and education programs for hawkers can have a profound impact on their language needs and ability to communicate effectively with tourists. These programs are crucial for enhancing the overall tourist experience and fostering positive interactions. Ida, (2021)

- a. Government-Sponsored Initiatives: Local government authorities and tourism bodies often collaborate with educational institutions to offer language training programs for hawkers. These initiatives aim to improve hawker communication skills, with a particular focus on languages commonly used by tourists, such as English. These programs may be offered free of charge or at subsidized rates.
- b. Private Language Schools and Institutes: Some hawkers proactively seek language training from private language

schools and institutes. These institutions may offer flexible courses tailored to the specific language needs of hawkers, including basic conversational skills and vocabulary related to their products or services.

- c. **Online Language Learning Platforms:** With the increasing availability of smartphones and internet connectivity, hawkers may access online language learning platforms to enhance their language proficiency. These platforms offer convenience and flexibility, allowing hawkers to learn at their own pace.
- d. **Local NGO Initiatives:** Non-governmental organizations (NGOs) and community-based organizations may run language education programs for hawkers. These initiatives often focus on empowering local communities and promoting sustainable tourism by equipping hawkers with language skills.
- e. **Cultural Exchange Programs:** Some language training programs incorporate cultural exchange elements. Hawkeries may have the opportunity to interact with native speakers or tourists during language practice sessions, helping them develop practical language skills and cultural understanding.
- f. **Tourism Association Partnerships:** Local tourism

associations may partner with language training providers to facilitate language programs for hawkers. These programs may include cultural sensitivity training to ensure that hawkers understand the expectations and preferences of tourists from diverse backgrounds.

- g. **Certification and Recognition:** Some language training programs offer certification or recognition upon completion. This can motivate hawkers to actively participate in language education, as they may receive official recognition for their language proficiency.
- h. **Continuous Learning:** Language training is often viewed as a continuous process. Hawkers may engage in ongoing language learning to maintain and improve their language skills, adapting to the changing needs and preferences of tourists.

9. Customer Satisfaction

Effective communication in English is a pivotal factor influencing customer satisfaction across various industries and contexts (Zeithaml, 2006)

a. Clarity and Understanding

Effective communication in English ensures that customers can easily understand the information, instructions, or

recommendations provided by service providers. This clarity reduces the chances of misunderstandings, frustration, and dissatisfaction.

b. Building Trust and Rapport

Service providers who communicate effectively in English can establish rapport with customers. Engaging in conversations, actively listening, and responding in language customers are comfortable with can create a positive emotional connection, ultimately enhancing overall satisfaction.

c. Problem Resolution

In situations where issues or complaints arise, the ability to communicate effectively in English is critical for resolving problems promptly and to the customer's satisfaction. Prompt, clear, and empathetic communication can turn a negative experience into a positive one.

d. Information Sharing

Effective communication in English enables service providers to share relevant information, answer questions, and provide valuable insights. In industries like retail or hospitality, well-informed customers tend to be more

satisfied with their experiences.

e. Cultural Sensitivity

Effective communication in English also involves cultural sensitivity. Service providers who understand and respect cultural nuances in communication can make customers from diverse backgrounds feel valued and respected, leading to greater satisfaction.

10. Service Quality

Service quality refers to the level of excellence or satisfaction that customers perceive when they interact with a service provider or purchase a service. It encompasses various aspects of service delivery, including responsiveness, reliability, empathy, assurance, and tangibles. Language skills play a crucial role in determining the overall quality of service provided by hawkers and other service providers, particularly in contexts where clear communication is essential for customer satisfaction. Here's how language skills can impact the overall quality of service provided by hawkers (Zeithaml, 1988).

- a. Effective Communication: Language skills enable hawkers to communicate effectively with their customers.

Clear and concise communication is essential for understanding customer preferences, providing assistance, and addressing any inquiries or concerns. When hawkers can communicate fluently and comprehensively, they are better equipped to meet customer needs.

- b. **Product Information:** Hawkers often sell a variety of products, and customers may have questions about the items they are interested in. Language skills are essential for hawkers to provide detailed and accurate product information. This can include explaining product features, ingredients, pricing, and any special offers. When hawkers can convey this information clearly, customers are more likely to make informed decisions.
- c. **Assistance:** Language skills also enable hawkers to offer assistance to customers who may need guidance in choosing products. For example, they can recommend specific items based on customer preferences, dietary restrictions, or budget constraints. This personalized assistance enhances the customer experience and contributes to higher service quality.
- d. **Building Trust and Rapport:** Effective communication builds trust and rapport between hawkers and customers. When hawkers can converse with customers in a language,

they are comfortable with, it fosters a sense of trust and satisfaction. Customers are more likely to return to a hawker who made them feel understood and valued.

- e. Resolving Issues: In cases where customers encounter problems or have complaints, language skills are crucial for hawkers to address these issues promptly and satisfactorily. The ability to listen to customer concerns, empathize, and offer solutions in a clear and empathetic manner can turn a negative experience into a positive one.

11. Competitiveness

- a. Attracting a Broader Range of Tourists:

Tourists often prefer destinations where they can communicate easily with locals. English is a global lingua franca, and tourists from various countries are more likely to visit a destination where English is well-understood and spoken. Barney, J. (1991).

Enhanced Interactions: English language skills enable hawkers to engage with a broader range of tourists, including those from English-speaking countries. This expanded communication capability can make the destination more attractive to a diverse array of visitors.

b. Improved Customer Service:

Customer Satisfaction: Effective communication enhances customer service. When hawkers can understand tourists' needs and provide assistance in English, it leads to higher customer satisfaction levels.

Repeat Business: Satisfied tourists are more likely to return to the same destination. By offering excellent customer service through English language skills, hawkers can contribute to repeat business and positive word-of-mouth recommendations.

c. Increased Sales:

Product Knowledge: Proficiency in English allows hawkers to explain their products or services more effectively. They can provide detailed information, answer questions, and highlight the uniqueness of their offerings.

Building Trust: Clear and effective communication builds trust between hawkers and tourists. Tourists are more likely to make purchases when they trust the seller and understand the value of the products or services being offered.

12. Language Support Structures

Language Support Structures for hawkers in the Mandalika Special Economic Zone: Spolskly, (2009)

a. Accessibility to Language Training:

Structured Language Learning: Language support structures, such as language training centres, offer hawkers access to structured language learning programs. These programs are designed to provide a systematic and organized approach to learning English.

Tailored Programs: One key advantage is that these programs can be customized to meet the specific needs of hawkers. This tailoring ensures that the training aligns with their goals, whether it's improving basic conversational skills for daily interactions with tourists or gaining more advanced language proficiency for more complex interactions.

Structured Learning Environments: Structured language training environments, like language centers, create a conducive atmosphere for learning. They often have experienced instructors who can guide hawkers through language learning stages, which is consistent with theories

of structured language acquisition (Richards & Schmidt, 2013).

b. Availability of Learning Materials:

Self-Paced Learning: Language support structures often complement formal training with learning materials. These materials can include textbooks, audiovisual resources, and online platforms.

Self-Directed Learning: The availability of learning materials is crucial for self-paced learning. Hawkers can use these resources to reinforce their language skills outside formal training sessions, allowing them to practice and progress at their own pace.

Resource Diversity: The diverse range of learning materials caters to different learning styles and preferences, aligning with theories of individualized language acquisition (Krashen, 1985).

c. Government Initiatives:

Funding for Language Training: Government initiatives that fund language training programs for hawkers are instrumental in providing accessible language support structures.

Promotion of Language Diversity: Encouraging linguistic diversity within the tourism industry can enhance the quality of hawker-tourist interactions. This aligns with language policy theories that emphasize the importance of preserving and promoting linguistic diversity within a community.

Cultural Exchange: Government initiatives that promote cultural exchange can contribute to a more immersive language learning experience for hawkers. Exposure to different cultures and languages can enrich their communication skills and cultural sensitivity.

d. Improved Communication:

Effective Interactions: Access to language support structures equips hawkers with the language skills and confidence needed for effective communication with tourists.

Enhanced Customer Service: Improved communication leads to better customer service, which is vital in the tourism industry. When hawkers can understand tourists' needs and provide clear information, it enhances the overall tourist experience.

Increased Sales: Effective communication can potentially lead to increased sales. Tourists are more likely to make purchases when they can communicate comfortably with hawkers and understand the products or services being offered.

e. Examples of Language Support Structures:

Language Training Centers: These can include formal language schools or training programs specifically designed for hawkers. The theory of structured language learning environments aligns with the provision of training centers (Richards & Schmidt, 2013).

Learning Materials: Learning materials, such as textbooks, audio recordings, and online courses, facilitate self-directed language learning. The availability of these resources supports the theory of self-paced language acquisition (Krashen, 1985).

Government Initiatives: Government policies and initiatives promoting language education and cultural exchange can be influenced by language policy theories, emphasizing the government's role in shaping language.

13. Language Needs Assessment for Hawkers

a. Tailored Language Support:

A Language Needs Assessment helps pinpoint the precise language requirements of hawkers. It goes beyond a one-size-fits-all approach to language training. By identifying the specific language skills and functions required for hawker-tourist interactions, tailored language support can be developed. This ensures that training programs and materials are designed to address their unique needs. Tailored support enhances the efficiency and relevance of language training, making it more effective in helping hawkers communicate effectively with tourists (Richards & Schmidt, 2013).

b. Resource Allocation:

Understanding where hawkers need English language improvement is vital for efficient resource allocation. By conducting a Language Needs Assessment, organizations and authorities can direct resources—such as time, funds, and educational materials—towards the areas where they are needed most. This prevents the inefficient allocation of resources on areas where proficiency is already adequate.

Effective resource allocation maximizes the impact of language training efforts and ensures that hawkers receive the support they need to improve their communication skills (Richards & Schmidt, 2013).

c. Enhanced Communication:

Identifying language gaps through the assessment process enables hawkers to communicate more effectively with foreign tourists.

Effective communication is fundamental for providing excellent customer service. When hawkers can communicate clearly and confidently, it can lead to improved interactions with tourists. Enhanced communication can result in increased sales, better customer satisfaction, and ultimately, enhanced tourist experiences. This can also contribute to positive word-of-mouth recommendations, benefiting the local tourism industry (Gudykunst & Kim, 2003).

d. Increased Confidence:

Addressing language needs through training and support can have a significant impact on the confidence levels of hawkers. When hawkers feel more comfortable and

competent in their English language skills, they are more likely to engage with tourists proactively and positively. Increased confidence can lead to better rapport with tourists, more successful sales interactions, and an overall boost in the hawker's self-esteem and job satisfaction (Krashen, 1985).

G. Research Methodology

1. Research paradigm

The research paradigm is the basis for researchers in developing their framework of thinking to choose which theoretical concepts to use, approaches, methods, techniques, steps for further research analysis so that they can be sustainable. In this study, researchers used a qualitative research paradigm according to Moleong (2012: 50-51), which is a qualitative research paradigm. Constructivism which relates to qualitative research that is descriptive, analytical, comparative, focusing on meaning and data obtained through observations and documents.

2. Kinds of research

This research is descriptive, with a qualitative approach. Descriptive research is a type of research that aims to

accurately and factually describe facts and characteristics of specific populations. While qualitative research is used to examine the condition of natural objects, researchers are important tools (Trianto, 2010: 164). Based on the explanation above, this research will describe the need for English for hawkers in the Mandalika Special Economic Zone (KEK) of Central Lombok Regency.

3. Research setting

There are 3 (three) main requirements for determining research locations, namely: a) in accordance with the subject of research, b) can provide data that is closely related to research problems, c) can accept the presence of researchers for quite a long period of time (Sugiyono, D. 2013: 18). The location of this research is the Mandalika Special Economic Zone (KEK) of Central Lombok Regency, West Nusa Tenggara Province. While the research site is the hawkers in that location.

4. Data Resources

a. Primary data sources

Primary data sources are primary sources, which are data sources that directly provide data to data collectors

(Sugiyono, 2015: 187). The primary data in this study are hawkers in the Special Economic Zone of Kuta - Mandalika. In addition, interviews with several foreign tourists who were in KEK Mandalika were also the primary data source in this study.

b. Secondary data sources

Secondary sources are sources that indirectly provide data to data collectors, for example via other people or documents (Sugiyono, 2015: 187). Secondary data sources in this study were documentation of the activities of the hawkers and also information from several other parties who witnessed the activities of the hawkers.

5. Methods for Determining Research Subjects

Research subjects in this study were selected using purposive sampling technique. According to Sanapiah Faisal (2007: 67), Purposive Sampling is the selection of research subjects in a deliberate way by researchers based on certain criteria or considerations. The same thing was also said by Moleong (2006: 165) who stated that in qualitative research there were no random samples but purposive sampling.

6. Data Collection Methods

a. Interview

The interview method used in this study was a semi-structured interview, that is, in practice the researcher was not fixated on interview guidelines and the researcher was more flexible in obtaining information in a more open manner from informants (Sugiyono, 2008: 320). This interview was conducted to obtain information from hawkers in KEK Kuta Mandalika regarding their English language needs to deal with foreign tourists and the obstacles they face when meeting these foreign tourists.

b. Documentation

Lexy J. Moleong (2006: 163) reveals that documentation is a way of collecting data by studying archives or documents, namely any written material both internal and external relating to the problems discussed in the research. The documentation method in this study was used to retrieve documentation data from the activities of hawkers in Kuta Mandalika SEZ.

c. Observation

German and Clayton in Lynda Barker (2016), define that observation as the study that involves the systematic recording of observable phenomena of behavior in a natural setting studying and understanding people in the natural environment.³⁵ The researcher chooses the observation system in data collection because it can protect, hear, or feel information directly. As a result, through observation, the researcher can more easily collect certain or even information that appears suddenly without prior Consideration.

7. Methods of Data Analysis

Data analysis is the management of data that has been collected to obtain accurate data from the subject of the research. This research data is obtained and then translated into more detail analyzing important data and compiling data that is by the research problem in the form of report format and providing conclusions so that it is easy to understand. Based on the explanation of the research method above, the researcher uses the method described by Miles and Huberman so that it can be understood to analyze the following interactive

model. These are the following interactive model based on Miles and Huberman:

a. Data Condensation

Throughout the life of a qualitatively oriented project, data condensation occurs continuously. Anticipatory data condensation occurs even before the data is collected, as the researcher decides which conceptual framework, which cases, which research questions, and which data collection approaches to use. As data collection continues writing summaries, coding, developing themes, generating categories, and writing analytic memos are all examples of data condensation episodes. After the fieldwork is completed, the data condensing/transforming process continues until a final report is completed.

Data compaction occurs during the process of selecting, focusing, rearranging, structuring, and rearranging data that appears in a complete corpus of written field notes, interview transcripts, documents, and other empirical material.

1) Selecting

At the selecting step, researchers must act selectively, namely, researchers must determine which dimensions are more important, which relationships are more meaningful, and what information can be collected and analyzed. At the selecting step, the researcher will provide a number code for each data on the interview transcript and the researcher selects the data that has been successfully collected after the data selection process has been completed, then the next process is the focusing stage.

2) Focusing

Focusing on data is a form of pre-analysis. In the focusing stage, the researcher focuses the data according to each problem formulation in the study. The data must be by the formulation of the problem, if it does not match the researcher or is not related, it must be removed.

3) Abstracting

Abstraction is the stage of making a summary. At this stage, the data collected up to the focusing stage is evaluated by the researcher, which relates to the quality and adequacy of the data.

4) Simplifying and Transforming

Simplifying and transforming is the final stage of data condensation. At this stage, the researcher will select the data through a summary or brief description and then classify the data into a broader pattern.

b. Data Display

Data display is done to make it easier for the researcher to understand the problem and progress to the next step. Data display is a rule, a collection of information that has been collected so that it can be accessed. Researchers grouped the results of observations and interviews to be presented and discussed in more detail after the data collection process. All are intended to organize information into an easily accessible, compact form so that the analyst can see what is going on and either draw justified conclusions or proceed to the next step of analysis that the display suggests may be useful.

c. Verification

The last step the researcher did after passing the condensation stage and presenting the data was concluding. The process of making conclusions is when the researcher interprets the data from the beginning of the collection which is accompanied by

making patterns and descriptions or explanations. Conclusions are evidence of the research that was carried out. At this step, after presenting the data, the researcher draws conclusions based on the information submitted by the participants and has gone through various stages for data analysis

d. Drawing conclusions

The final stage is drawing conclusions, which is a process of drawing conclusions using an inductive method that departs from specific matters to obtain effective general conclusions. These conclusions are then verified by referring to the results of data reduction or data presentation, so that the conclusions drawn do not deviate from the research problem.

e. Data Validity

The data validity test in this study was carried out using a cross-check data technique. Cross check is done by checking data derived from interviews with hawkers in KEK Kuta Mandalika, comparing the results of interviews with research subjects between one subject

and another and between one document and another. Data is categorized as valid if there has been clarity of information obtained from various sources. The purpose of the cross-check technique is to check whether the data generated is valid or vice versa. Methods of checking the validity of the data that make use of something other than the data themselves, either for the purposes of doing the check or of making the comparison.

CHAPTER II

THE ENGLISH PROFICIENCY LEVEL OF THE HAWKERS IN MANDALIKA SPECIAL ECONOMY ZONE WHEN COMMUNICATING WITH FOREIGN TOURISTS

A. Findings

In this chapter, the researcher displays the research findings obtained from interview observations conducted in Mandalika Special Economy Zone with the hawkers as primary data sources for this research. This research aimed to present the English skills of the hawkers in Mandalika when communicating with foreign tourists. The data gained in this chapter showed that the hawkers exhibit varying levels of English language proficiency, including intermediate and basic levels. This means not all hawkers have the same ability to communicate in English, the hawkers employ body language as an alternative communication strategy to overcome language barriers. This allows them to provide good customer service even though their English language skills are limited and hawkers with a basic understanding of English use a limited vocabulary, primarily related to their merchandise and local

tourist attractions. They only use the most commonly used words in the context of selling. In conclusion, hawkers face challenges in terms of varying English language abilities, but they find ways to overcome this by relying on body language and simplifying their vocabulary for interactions with customers.

Table 1.1
Proficiency Levels Skills in English
Communication

	<p style="text-align: center;">English Proficiency Levels skills in English Communicati on</p>	<p style="text-align: center;">The Data Interview</p>
--	---	---

1	Understanding English communication	<p>“kalo tourish nanya tentang dagangan saya, ya saya mengerti kadang-kadang”</p> <p>("If tourists ask about my merchandise, yes, I understand sometimes.")</p> <p>“saya kasih tau dulu dagangan apa yang saya jual lalu saya beritahu harganya”</p> <p>("I'll tell you first what merchandise I sell, and then I'll tell you the</p>
---	-------------------------------------	--

	<p>price.")</p> <p>“saya tidak terlalu paham kalo ada turis yang nanya tapi paham sedikit”</p> <p>("I don't understand too much if there are tourists who ask, but I understand a little.")</p> <p>“kalo ada turis yang nanyak lebih detail tentang barang yang saya jual tidak saya jelaskan karna saya tidak tau cara jelaskannya”</p> <p>("If there are tourists asking for more details about the goods I sell, I don't explain because I don't know how to explain it.")</p> <p>“kalo ada turis yang nanya saya langsung suruh anak saya yang ngomong sama turis”</p>
--	--

		("If tourists ask, I immediately ask
--	--	--------------------------------------

		<p>my child to speak to the tourists.")</p> <p>“iya saya paham ketika berbicara dengan turis”</p> <p>("Yes, I understand when talking to tourists.")</p> <p>“iya paham karna yang kita bicarakan hanya seputaran barang dagangan saja”</p> <p>("Yes, I understand because what we're talking about is only related to merchandise.")</p> <p>“kalo cuma berbicara seputaran barang jualan ya paham saya”</p> <p>("If it's just talking about merchandise, I understand.")</p> <p>“jelasin dulu barang saya trs baru</p>
--	--	--

		<p>sayakasih tw harganya. Saya tawarin 350 nanti turisnya ada yang nawar kadang ada juga yang langsung bayar tanpa tawar, tawar menawar dalam bahasa inggris”</p>
--	--	---

		<p>("First, I explain my products, and then I let them know the price. I offer them at 350, and sometimes the tourists negotiate, and sometimes they pay without bargaining. Bargaining in English.")</p> <p>“kalo turis tidak mau membeli barang dagangan saya ajak” sih ngomong lagi, ya tentang hal-hal yang lain dan kebanyakan mereka akan membeli”</p> <p>("If tourists don't want to buy the merchandise, I engage in other conversations, and most of the time, they end up buying.")</p> <p>“kalo turis bertanya tentang dagangan ya paham kalo hanya sekedar berbicaramengenai barang dagangan saja”</p>
--	--	--

		<p>("If tourists ask about the merchandise,I understand it's just a matter of talking about the merchandise.")</p> <p>“cara saya berjualan dengan mendatangi turisnya dan langsung</p>
--	--	--

		<p>memperlihatkan dagangan saya”</p> <p>("My way of selling is to approach the tourists and immediately show them my merchandise.")</p> <p>“saya akan mendatangi turisnya untuk berjualan akan tetapi agar mereka mau membeli kami punya trik yaitu bermain game seperti tebak-tebakan nama ibu kota di dunia kalo saya menaang maka turis tersebut harus membeli gelang saya”</p> <p>("I approach tourists to sell, but to make them buy, we have a trick: we play games like guessing the capital cities of the world. If I win, the tourist has to buy my bracelet.")</p> <p>“kalo ada turis yang bertanya-</p>
--	--	--

		<p>tanya saya paham malah saya jelaskan tata cara membuat barang dagangan saya”</p> <p>("If tourists are curious and ask questions, I understand, and sometimes I explain how my merchandise is</p>
--	--	---

		<p>made.")</p> <p>“saya berjualan ke turis dengan cara basa basi dulu baru mulai Tanya maubeli atau tidak”</p> <p>("I sell to tourists by starting with small talk before asking if they want to buy or not.")</p> <p>“saya berjualan dengan cara menjelaskan ke turis dengan sangat detail, misalnya ini terbuat dari kerang dan kerangnya di cari di laut, atau cara membuat gelang ini agak susah mangkaknya haarganya mahal dang lain sebagainya.”</p> <p>("I sell by explaining to tourists in great detail. For example, this is made from shells found in the sea, or making this bracelet is a bit difficult, so it's expensive, and so</p>
--	--	---

		<p>on.")</p> <p>“ ketika turisnya berbicara atau mau menawar kadang-kadang saya pahamapa yang mereka maksud”</p>
--	--	--

		<p>("When tourists talk or want to negotiate, sometimes I understand what they mean.")</p> <p>“cara saya berjualan langsung ke pointnya saja seperti menjelaskan barang dagangan saya lalu memberitahukan harganya”</p> <p>("My way of selling is to get straight to the point, like explaining my merchandise and then telling them the price.")</p> <p>“saya berdagang dengan cara tawar langsung dan langsung mengatakan”hallo sir/ms do you want buy my souvenirs maybe”</p> <p>"I trade by offering directly and saying, 'Hello, sir/ma'am, do you want to buy my souvenirs,</p>
--	--	---

		<p>maybe?"</p> <p>“Cara saya menjelaskan sedikit tentang barang dagangan saya lalu saya menjelaskan harga”</p> <p>("My approach is to explain a little</p>
--	--	--

		<p>about my merchandise, then I explain the price.")</p> <p>“saya berjualan menjelaskan bahwa ini merupakan souvenir khas Lombok yang langsung dibuat oleh ibunya di desa adat sasak yaitu desa sade dan saya jelaskan dalam bahasa inggris”</p> <p>"I sell by explaining that this is a unique Lombok souvenir made directly by the mothers in the Sasak traditional village of Sade, and I explain it in English."</p> <p>“ saya menawarkan barang dagangan saya ke turis dengan kalimat seperti “maybe you have buy our bracelet” ,dan kadang saya membawa sebuah permainan tebak tebakan nama ibu kota setiap negara, jika saya bisa</p>
--	--	--

		<p>menjawabnya maka turis akan membeli barang dagangan saya”</p> <p>("I offer my merchandise to tourists with sentences like 'Maybe you'd like to buy our bracelets,' and sometimes I</p>
--	--	---

		<p>bring a guessing game about the capital cities of each country. If I can answer correctly, the tourists will buy my merchandise.")</p> <p>“saya berjualan dengan cara langsung pergi kalo bule tidak mau beli karna saya tidak terlalu paham untuk berbicara lebih lanjut”</p> <p>("I sell by simply leaving if foreigners don't want to buy because I'm not too good at talking further.")</p> <p>“teknik saya berjualan yaitu ajak berbincang-bincang tentang lokasi setempat sehingga mereka mau membelinya”</p> <p>("My selling technique is to engage in conversations about the local area</p>
--	--	---

		<p>so that they are willing to buy.")</p> <p>“kasih tau kalo ini merupakan gelang yang dibuat sendiri dan terbuat dari bahan bahan seperti tali, batu karang,dll. Saya juga menjelaskan</p>
--	--	---

		<p>tentang warna warnanya”</p> <p>("I explain that these are self-made bracelets made from materials like string, coral, etc. I also explain the colors.")</p> <p>“ketika turisnya tidak mau beli ya pasrah dan coba tawarkan lagi”</p> <p>("When tourists don't want to buy, I accept it and try offering again.")</p> <p>“saya coba yakinkan kalo turisnya tidak mau beli dengan kata kata seperti “ never try never know”</p> <p>("I try to convince tourists who don't want to buy with phrases like 'never try, never know.'")</p>
--	--	---

		<p>“selain membahas tentang perdagangan, saya sering menjelaskantentang aktivitas saya juga”</p> <p>"Besides discussing trade, I oftenexplain my activities as well."</p>
--	--	---

2	Nonverbal Communicati on Strategies Employed by Hawkers	<p>“cara sya berjualan dengan datang sih ke turisnya trs langsung tawarin”</p> <p>(“My way of selling is to go directly to the tourists and offer them.”)</p> <p>“saya berjualan dengan cara jelasin dulu apa yang saya jual, siapa yang buat dll”</p> <p>(“I sell by first explaining what I'm selling, who made it, and so on.”)</p> <p>“kalo saya berjualan bawak kelapa dan dagangan yang lain ke tempat bulenya “</p> <p>(“When I'm selling, I bring coconuts and other merchandise to the tourists' location.”)</p> <p>“ cara saya berjualan datang ke bulenya, tawarin barang dagangan</p>
---	---	---

		saya, saya pakai tangan kalo ngasik
--	--	-------------------------------------

		<p>tau harganya karna gk terlalu paham apalagi kalo terjadi tawar menawar”</p> <p>("My selling approach is to go to the tourists, offer my merchandise, and I use hand gestures to let them know the price because I'm not too familiar, especially when bargaining occurs.")</p> <p>“ketika turis berbicara iya paham tapi saya hanya berbicara menggunakan bahasa isyarat”</p> <p>("When tourists speak, yes, I understand, but I only communicate using sign language.")</p> <p>“cara saya berjualan langsung aja saya kasik liat barang dagangan saya”</p> <p>("My selling method is simply to</p>
--	--	--

		show my merchandise.")
--	--	------------------------

		<p>“ketika saya berbicara dengan turis iya saya mengerti apa yang bule katakan lewat kata kunci yang di saya dengar”</p> <p>("When I talk to tourists, yes, I understand what foreigners are saying through keywords I hear.")</p> <p>“saya berjualan dengan cara menawarkan harga yang awal saya patok dan saya jelasin lebih detail lagi”</p> <p>("I sell by offering an initial price, and then I explain it in more detail.")</p> <p>“ketika berbicara dengan bule paham kalo Cuma seputaaran dagang aja”</p> <p>("When talking to foreigners, I understand that it's only about</p>
--	--	--

		trading.")
--	--	------------

		<p>“saya menyamperin bule untuk berjualan lalu menawarkan barang dagangan yng saya jual”</p> <p>("I approach foreigners to sell and then offer the merchandise I'm selling.")</p> <p>“ ketika saya berbicara dengan bule hanya menggunakan bahasa isyarat”</p> <p>("When I talk to foreigners, I only use sign language.")</p> <p>“cara saya berjualan ke bule langsung kasik tau aja dagangan saya tanpa berbicara”</p> <p>("My way of selling to foreigners is to simply show them my merchandise without speaking.")</p>
3	Vocabulary Usage	<p>cara saya berjualan tawarin langsung dan langsung mengatakan”hello do you want</p>

		<p>bracelets ?”</p> <p>("My way of selling is to offer directly and immediately say, Hello, do you want bracelets?")</p> <p>“ketika bulenyaa ngk mau beli dia akan bilang “no thank you” dan saya langsung pergi.”</p> <p>("When the foreigner doesn't want to buy, they will say, 'No, thank you,' and I leave immediately.")</p> <p>“saya bilang kalo gelang ini hand made yang di buat oleh bapak saya, gelang yang ini buatnya agak susah mangkaknya harganya lebih mahal gtu.”</p> <p>("I tell them that these bracelets are hand-made by my father. The ones that are a bit difficult to make are</p>
--	--	---

		<p>more expensive.")</p> <p>“kasik tau dulu apa yang saya jual</p>
--	--	--

		<p>kalo dia bilang how much langsung saya kasik tau harganya”</p> <p>("I first explain what I'm selling, and if they ask 'how much,' I immediately tell them the price.")</p> <p>“kasik tau dulu apa yang saya jual trs kalo dia pegang nanya how much baru saya bilang one hundred”</p> <p>("I first explain what I'm selling, and if they hold it and ask 'how much,' then I say 'one hundred.'")</p> <p>“cara berjualan saya jelasin dulu barang dagangan saya “ This is hand made sy blng”</p> <p>"My selling approach is to first explain my merchandise by saying, "This is hand-made."</p>
--	--	---

		<p>“ saya berjualan dengan cara jelasin bahan-bahan yang saya gunakan,</p>
--	--	--

		<p>seperti: Ginger, Bamboo, daun, dan lainnya”</p> <p>("I sell by explaining the materials I use, such as ginger, bamboo, leaves, and more.")</p> <p>“saya tawarin langsung dan langsung mengatakan”hello do you want bracelets, begitu cara saya berjualan”</p> <p>("I offer directly and immediately say, 'Hello, do you want bracelets?' That's how I sell.")</p> <p>“cara saya berjualan bilang kalo buah ini segar dan manis “this sweet and fresh”</p> <p>("My way of selling is to say that the fruits are fresh and sweet, like 'this is sweet and fresh.'")</p>
--	--	--

		<p>“saya jelaskan warna yang saya pakai buat gelang seperti red,</p>
--	--	--

		<p>white, green, dan bahan yang saya gunakan”</p> <p>"I explain the colors I use for the bracelets, like red, white, green, and the materials I use."</p> <p>“cara saya berjualan langsung jelasin barang yang saya jual, bilang this is hand made biar dia mau beli”</p> <p>("My selling approach is to directly explain the merchandise I'm selling and say, 'This is hand-made,' so they want to buy.")</p> <p>“ini sovenir yang di buat oleh saya “hand made” langsung dari desa sade”</p> <p>("This is a souvenir made by me, 'hand-made,' directly from the Sade village.")</p> <p>“saya berjualan dengan cara jelasin</p>
--	--	--

		dulu, Coconut good, this coconut
--	--	----------------------------------

		<p>nice, the water sweet, seputaran itu sih yang saya tau”</p> <p>("I sell by first explaining, 'Coconut is good, this coconut is nice, the water is sweet,' that's what I know.")</p> <p>“Ketika di tanya berapa harganya saya kasih tau harganya 300 hundred but can negotiate”</p> <p>("When asked about the price, I tell them it's 300 hundred but can be negotiated.")</p> <p>“saya jelaskan barang saya ke bule, the white colour from rice, spek from factory, from painting,, I can make souvenirs, dll.”</p> <p>("I explain my products to foreigners, like 'the white color is from rice, specs from the factory,</p>
--	--	--

		from painting, I can make
--	--	---------------------------

		<p>souvenirs, etc."")</p> <p>“This product from my hand, nobody sells, only me” saya berjualan dengan cara jelasin dulu.</p> <p>("This product is from my hand, nobody else sells it, only me." My way of selling is to first explain.)</p>
--	--	---

In assessing the English proficiency levels of hawkers when communicating with tourists, the researcher employed three key aspects to categorize hawkers into beginner (basic), intermediate or advanced levels. The collective data gathered from interviews and observations indicated that, on average, hawkers predominantly fell. The three aspects examined the hawkers' comprehension when engaging in conversations with tourists are understanding English communication, nonverbal communication strategies employed by hawkers, and vocabulary usage. Findings from interviews and observations on August 14th demonstrated that hawkers generally possessed language comprehension skills that hovered around the basic and intermediate levels.

Specifically, 13 out of 20 hawkers encountered difficulties in comprehending English conversations with

tourists while interacting in the bustling marketplace. Within the basic and intermediate language proficiency categories.

The second aspect focused on the utilization of non-verbal communication strategies. In this regard, hawkers typically operated at the basic level of English proficiency. Insights gleaned from interviews and observations conducted by the researcher on August 16th revealed that hawkers often relied on body language and non-verbal cues to market their merchandise to tourists. For instance, they would raise their fingers to indicate prices. Notably, 13 out of 20 hawkers encountered challenges in effectively describing their products to tourists, resorting to gestures for sales. While they could grasp tourists' messages, articulating their own thoughts often remained elusive. These findings collectively depict that, on average, hawkers in the Mandalika Special Economic Zone possess English proficiency levels that predominantly fall within the basic and intermediate categories. The results underscore the need for targeted language support and training initiatives to bridge the communication gap and enhance hawker-tourist

interactions.

The third aspect pertained to the vocabulary frequently employed by hawkers, which predominantly consisted of basic or everyday vocabulary acquired from interacting with tourists during their sales endeavours. Within the vocabulary usage category, the hawkers were generally situated at the basic level. This assertion is substantiated by

insights drawn from interviews with hawkers and observations conducted during the research. It was evident that 16 out of 20 hawkers predominantly relied on basic vocabulary in their interactions with tourists.

These findings collectively illustrate that, in terms of vocabulary usage, the majority of hawkers in the Mandalika Special Economic Zone operate at the basic level. This observation aligns with the outcomes of the interviews and observations, emphasizing the need for language enhancement initiatives that encompass vocabulary enrichment, alongside comprehensive language training, to facilitate more effective and nuanced communication between hawkers and tourists.

In summary, the research findings reveal that the English proficiency levels of hawkers in the Mandalika Special Economic Zone predominantly fall within the basic

and intermediate categories. Specifically, their comprehension of English conversations and their use of non-verbal communication strategies often align with these proficiency levels. Additionally, the vocabulary they employ frequently consists of basic, everyday terms acquired through interactions with tourists. These observations collectively underline the need for targeted language training programs that encompass vocabulary enrichment, along with comprehensive language skills enhancement, to facilitate more effective and nuanced communication

between hawkers and tourists. Such initiatives have the potential to significantly enhance product marketing and customer experiences within this economic zone.

B. Discussion

The findings of this study reveal a spectrum of English proficiency levels among hawkers, encompassing intermediate and basic levels. Based on the results of the three aspects, the hawkers are at the basic and intermediate levels, namely there are 13 hawkers at the basic level based on the three aspects in finding and 7 hawkers are at the intermediate level, as discerned from interview data and

observations conducted in both Mandalika and Aan Beach. These findings align with established language proficiency theories that classify individuals based on their language competence (Brown, 2007). The identified proficiency levels reflect the complexity of language acquisition within a specific context and underscore the importance of tailored communication strategies.

The variations in nonverbal communication strategies among hawkers further emphasize their adaptability in overcoming language barriers. The utilization of body language to enhance customer interactions echoes Gudykunst's theory of anxiety and uncertainty reduction, wherein individuals employ nonverbal cues to establish rapport and minimize communication apprehension (Gudykunst, 2003). This

observation in Aan Beach aligns with studies on cross-cultural communication that emphasize the pivotal role of nonverbal cues in fostering understanding (Knapp & Hall, 2010).

Regarding vocabulary usage, hawkers with basic English proficiency are observed to employ a more limited vocabulary, focusing on merchandise-related terms. This phenomenon corresponds to the Comprehensible Output

Hypothesis, posited by Swain (1985), which emphasizes the role of simplified language production in language learning. The observed simplification aligns with pedagogical practices that advocate for adjusting vocabulary complexity to ensure effective communication (Nation, 2006). This approach resonates with the findings from Mandalika Beach, where hawkers with lower proficiency adapt their vocabulary to facilitate clear and accessible customer interactions. In conclusion, this study highlights the multifaceted nature of English proficiency among hawkers, influencing their communication strategies and vocabulary usage. The integration of nonverbal cues and simplified language production showcases their resourcefulness in mitigating language barriers. These findings underscore the significance of context-specific communication approaches and provide insights for potential interventions to enhance hawker-customer interactions.

CHAPTER III

ENGLISH CONVERSATION MATERIALS NEEDED BY HAWKERS IN MANDALIKA SPECIAL ECONOMY ZONE WHEN COMMUNICATING WITH FOREIGN TOURISTS

A. Findings

This section unveils the culmination of our research, honing in on a critical aspect of the hawker-tourist interaction paradigm: the English conversation materials needed by hawkers in the bustling Mandalika Special Economy Zone when engaging with foreign tourists. Our inquiry has been a dedicated exploration into the specific materials required to facilitate effective communication in this vibrant tourism destination. Through exhaustive interviews, meticulous observations, and a comprehensive assessment of language-related challenges, we have identified the core components that hawkers rely on to bridge language gaps and enhance their interactions with tourists. These findings illuminate the vital role that tailored conversation materials play in the daily operations of hawkers and offer tangible insights into ways of bolstering their language proficiency and customer engagement within the Mandalika Special Economic Zone.

Table 1.2

English Conversation Materials Needed by Hawkers

No	English conversation materials needed by hawkers	The Data Interview
----	---	--------------------

1	<p>Greetings and Welcoming</p>	<p>“saya mengatakan “hello” untuk memulai percakapan dan langsung menawarkan dagangan”.</p> <p>("I say 'hello' to start the conversation and immediately offer merchandise.")</p> <p>("Hello, friend/hello, guys.")</p> <p>("Hello, do you want any bracelet?")("Hello, friend.")</p> <p>“sebelum memulai percakapan pemanasan sih dulu (percakapan pembuka) kaya “hello,hi”.</p> <p>("Before starting a conversation, there's a warm-up (opening conversation) like 'hello, hi.'")</p> <p>“ketika ingin memulai percakapan</p>
---	---------------------------------------	---

		<p>saya hanya mengatakan hello karena itu yang saya tau dan gk tau banyak”</p> <p>("When I want to start a conversation, I just say 'hello' because that's what I know, and I don't know much.")</p> <p>“saya mengatakan “Miss/sir do you want pinepple” untuk memulai percakapan dan langsung menawarkan dagangan”</p> <p>("I say 'Miss/sir, do you want pineapple' to start the conversation and immediately offer merchandise.")</p>
--	--	---

2	Describing Specialties :	<p>“saya menggambarkan barang dagangan dengan cara bilang kalo gelang ini handmade yang di buat oleh bapak saya, gelang yang ini buatnya agak susah mangkaknya harganya lebih mahal gitu”.</p> <p>(“I describe the merchandise by saying that these bracelets are handmade, made by my father. The ones that are a bit difficult to make are</p>
---	---------------------------------	--

	<p>more expensive.")</p> <p>“ndak saya jelaskan dagangan saya karna saya ngk tau cara jelaskannya”.</p> <p>("I don't explain my merchandise because I don't know how to explain it.")</p> <p>“ketika menjelskan barang dagangan saya bilang kalo kain ini atau gelang ini di buat handmade, di tenun sendiri, sebelumnya benangnya di kasik warna dulu, dll.”</p> <p>("When explaining my merchandise, Isay that this fabric or bracelet is handmade, woven by myself. Beforehand, the threads are given colors, and so on.")</p>
--	---

		<p>“saya menjelaskan barang dagangan dengan cara bilang, ini gelang yang dibuat oleh kakak saya “hand made” gtusaya bilang”.</p> <p>("I describe the merchandise by saying, 'This is a bracelet made by my</p>
--	--	--

		<p>sibling, hand-made,' that's what I say.")</p> <p>“this is hand made sy blng”.</p> <p>("I say, 'This is hand-made,' when describing my merchandise.")</p> <p>“saya tidak menjelaskan barang dagangan dan langsung aja saya kasikliat”</p> <p>("I don't explain the merchandise, I just show it.")</p> <p>“saya menjelaskan dagangan saya ke turis dengan sangat detail, misalnya ini terbuat dari kerang dan kerangnyadi cari di laut, atau carra membuat gelang ini agak susah mangkaknya haarganya mahal dang lain sebagainya”.</p>
--	--	---

		<p>("I describe my merchandise to tourists in great detail, for example, this is made from shells found in the sea, or making this bracelet is a bit difficult, so it's expensive, and so</p>
--	--	---

		<p>on.")</p> <p>“saya menjelaskan barang dagangan saya dengan cara bilang kalo gelang ini hand made yang di buat oleh bapak saya, gelang yang ini buatnya agak susah mangkaknya harganya lebih mahal gitu”.</p> <p>("I describe my merchandise by saying that these bracelets are handmade, made by my father. The ones that are a bit difficult to make are more expensive.")</p> <p>“Saya saya menjelaskan barang dagangan saya dengan cara bilang kalo buah ini segar dan manis “this sweet and fresh”.</p> <p>("I describe my merchandise by saying that these fruits are fresh</p>
--	--	---

		and sweet, like 'this is sweet and fresh.'")
3	Providing personal/additional	“biasanya turis bertanya tentang barang dagangan yang saya jual dan kadang” di Tanya sekolah atau

	Information:	tidak,
--	---------------------	--------

		<p>dan kelas berapa”.</p> <p>("Usually, tourists ask about the merchandise I sell, and sometimes they ask if I go to school or not, and what grade I'm in.")</p> <p>“turis hanya bertanya barang dagangan aja gak nanya yang lain”</p> <p>("Tourists only ask about the merchandise, they don't ask about anything else.")</p> <p>“selain bertanya tentang barang dagangan kadang di Tanya udh nikahatau belum dan lain”.</p> <p>("Apart from asking about the merchandise, sometimes they ask if I'm married or not, and other things.")</p>
--	--	---

		<p>“turis biasanya bertanya sekolah atau ngk dan bertanya tentang dagangan saya”</p> <p>("Tourists usually ask if I go to school or not and ask about my</p>
--	--	--

		<p>merchandise.")</p> <p>“turis jarang bertanya hal yang lain hanya tentang barang dagangan aaja”</p> <p>("Tourists rarely ask about other things, only about the merchandise.")</p> <p>“biasanya turis bertanya tentang aktivitas apa saja yang saya kerjakan dirumah, how are you turisnya bilang dari mana ya saya jawab terus saya dari sade village, bulenya juga bilang I love Lombok, Lombok beautiful trs kitaa jawab thank you”.</p> <p>("Usually, tourists ask about what activities I do at home. They ask, 'How are you?' and the tourists ask, 'Where are you from?' I reply, 'I'm</p>
--	--	---

		<p>from Sade Village.' The tourists also say, 'I love Lombok, Lombok is beautiful,' and then we say, 'Thank you.'")</p> <p>“turis gk pernah nanyak tentang yg</p>
--	--	---

		<p>lain karna saya juga kurang paham”.</p> <p>("Tourists never ask about other things because I also don't understand.")</p> <p>“turis biasanya nanyak banyak kadang di taanya tentang sekolah atauyang lainnya”.</p> <p>("Tourists usually ask a lot, sometimes about school or other things.")</p> <p>“biasanya saya di tanya barang dagangan yang saya jual dan kadang” di Tanya sekolah atau tidak, dan kelasberapa”.</p> <p>"Usually, I'm asked about the merchandise I sell, and sometimes they ask if I go to school or not and what grade I'm in."</p>
--	--	--

		<p>“sering di tanya sama turis barang dagangan yang saya jual dan kadang”di Tanya sudah nikah atau sdh punya</p>
--	--	--

		<p>anak, trus anaknya umur berapa?"</p> <p>("I'm often asked by tourists about the merchandise I sell, and sometimes they ask if I'm married or have children, and then they ask the age of my children.")</p>
4	<p>Discussing Prices and Payment:</p>	<p>“saya bilang kasih tau dulu dagangan apa yang saya jual lalu saya beritahu harganya”.</p> <p>("I say, 'Let me tell you first what merchandise I sell, and then I'll tell you the price.'")</p> <p>“ketika berjualan saya kasih tau dulu apa yang saya jual kalo dia bilang how much langsung saya kasih tau harganya”.</p> <p>("When I'm selling, I first let them know what I'm selling, and if they say 'how much,' I immediately tell them the price.")</p>

		“ketika berjualan saya jelasin dulu apa
--	--	--

		<p>yang saya jual, siapa yang buat dll”.</p> <p>("When I'm selling, I first explain what I'm selling, who made it, and soon.")</p> <p>“ketika berjualan saya kasi tau dulu ini bracelet trs baru kasik tau harganya”.</p> <p>("When I'm selling, I first let them know that this is a bracelet, and then Itell them the price.")</p> <p>“ketika berjualan saya kasik tau dulu apa yang saya jual trs kalo dia pegangnanya how much baru saya bilang onehundred”.</p> <p>("When I'm selling, I first explain what I'm selling, and if they hold it and ask 'how much,' then I say 'one hundred.'")</p>
--	--	---

		<p>“untuk mulai berjualan saya jelasin dulu barang saya trs baru saya kasik tw harganya. Sya tawarin 350 nanti turisya ada yang nawar kadang ada</p>
--	--	--

		<p>juga yang langsung bawar tanpaa tawar”.</p> <p>("To start selling, I first explain my merchandise, and then I tell them the price. I offer it at 350, and sometimes the tourists negotiate, and sometimes they pay without bargaining.")</p>
--	--	---

Based on the data interview showed above, it can be concluded that English materials needed by the hawkers classified into 4 (four) main topics, namely greetings and welcoming, describing specialties, providing personal/additional information, and discussing prices and payment.

The first English material needed by hawkers is "Greeting & Welcoming". This material contains several vocabulary and sentences commonly used by hawkers to start conversations with tourists. Based on the results of the researcher's interviews with the hawkers, almost they used greeting and welcoming to the tourist before introducing

their goods. It also strengthens by the observation data held by the researchers when observe the hawkers in selling the product. They almost greet the tourist to attract the tourist attention. Even this materials always they needed to open the conversation,

almost all hawkers only use basic greeting words to start conversations with tourists when selling their wares, or they use only a few words. Then, there are several other hawkers who don't say anything when starting a conversation with tourists, so that sometimes the tourists take the initiative to say words like "Hi/Hello" before continuing the conversation. The words commonly used by hawkers to start a conversation with tourists when they are selling their wares are "Hi, Hello, Hello friend, hi Ms/Mr do you want something". This is supported by the results of observations made by researchers on hawkers at Mandalika Beach and Aan Beach on Saturday 17 July and Sunday 18 July 2023.

Furthermore, the second type of English conversation material needed by hawkers is "Describing Specialties". This material is related to words and sentences that hawkers can use when they explain their wares to tourists. Based on

the results of researcher interviews with several hawkers, the words and sentences used by hawkers when explaining their merchandise to tourists who want to buy the merchandise are like "this bracelet is handmade, this bracelet comes from shells obtained from the sea, this bracelet is handmade and made by my brother/father/mother "Me, this bracelet is handmade and the manufacturing process is quite difficult, that's why the price is a bit expensive, this fabric is handmade and made by weaving, this mango/pineapple fruit is sweet and fresh." Every

hawker uses different words and sentences to describe their wares depending on the type of goods they sell, there are also hawkers who do not describe merchandise all due to limited words and not even know English at all. However, the words they use are not enough to describe their goods as a whole. This is supported by the results of observations carried out by researchers on hawkers at Mandalika Beach and Aan Beach on Saturday 17 July and Sunday 18 July 2023. The words or sentences they use are still very general and few when explaining their merchandise so they don't attract the attention of tourist who want to buy the merchandise.

Regarding English conversation, the third type material needed by hawkers is "Providing personal/additional information". This material is related to words and sentences that can be used by hawkers when tourists ask questions about things other than about the hawkers' merchandise, the most common are questions about the hawkers' personal information. Based on the results of the researcher's interviews with the hawkers, The words and phrases used by hawkers to answer when tourists ask about personal/additional information depend on what the tourist asks them, such as "I went to school in grade 4/5/6 of elementary school" when tourists ask traders who are children. , "I am married and I have two children aged 10 years and 12 years" when tourists ask the traders from among the women, "I come from Sade village" when

tourists ask where the hawkers come from. This is supported by the results of observations carried out by researchers on hawkers at Mandalika Beach and Aan Beach on Saturday 17 July and Sunday 18 July 2023. There are a few of the hawkers who have been interviewed who can answer questions from tourists about personal/additional information. Whereas some hawkers who can answer questions usually answer with sober words they know.

Therefore, the last type of English conversation material needed by hawkers is "Discussing prices and payment". This material is related to words and sentences that hawkers can use when discussing the price of their merchandise that hawkers will buy. Based on the results of the researcher's interviews with the hawkers, words and sentences used by hawkers when discussing with tourists regarding the price of goods that tourists will buy, such as "this bracelet/cloth/fruit costs 100/60/350". This is supported by the results of observations carried out by researchers on hawkers at Mandalika Beach and Aan Beach on Saturday 17 July and Sunday 18 July 2023. The hawkers and tourists do not have much conversation when discussing prices and buying goods. When a tourist wants to buy merchandise, they usually immediately ask the price. Next, the hawkers will immediately tell you the price of their merchandise. After that the tourists will immediately buy merchandise according to the price set by the

hawkers, but there are also some tourists who bid on the price of goods before buying.

B. Discussion

The findings indicate that most hawkers use basic greeting words to initiate conversations with tourists, although they often use only a limited vocabulary. This aligns with the concept of "greeting strategies" in cross-cultural communication. Greeting is often the first step in establishing rapport and can vary significantly across cultures. The use of even a few words in the local language can create a positive impression (Gudykunst & Kim, 2003). While for "Describing Specialties" the hawkers employ various words and sentences to describe their merchandise, depending on the type of goods they sell. Some hawkers may not describe their products due to limited language skills. This relates to the principle of "adaptation in communication." Effective communication involves adapting language and communication style to suit the audience (Gudykunst & Kim, 2003). Hawkers' ability to adapt to tourists' language needs impacts their sales.

Therefore regarding "Providing Personal/Additional Information", according to the findings reveals that hawkers encounter questions about personal information from tourists, and some hawkers can answer these questions with

limited vocabulary. This highlights the importance of "information-seeking communication." Tourists often

seek additional information about products, services, and the people behind them. Effective information provision can enhance the overall experience (Meadow et al., 2007). Then findings reveal that pricing discussions are typically straightforward, with tourists often immediately asking for prices, and hawkers responding accordingly. This aligns with the concept of "transactional communication." In transactional interactions, communication is focused on achieving specific goals, such as completing a purchase. Clarity and efficiency are essential in such exchanges (Dainton & Zelle, 2015).

These findings highlight the importance of tailored language training and materials for hawkers in the Mandalika Special Economic Zone. Providing them with communication materials that align with their specific needs, such as greetings, product descriptions, and price negotiations, can enhance their interactions with foreign tourists and contribute to a positive experience.

CHAPTER IV
THE OBSTACLES FACED BY HAWKERS MANDALIKA
SPECIAL ECONOMY ZONE WHEN COMMUNICATING
WITH FOREIGN TOURISTS

A. Findings

This section unveils the crucial findings regarding the challenges and obstacles encountered by hawkers in the Mandalika Special Economic Zone when engaging in communication with foreign tourists. This research delved deep into the multifaceted landscape of hawker-tourist interactions, aiming to identify the hurdles that hinder effective communication and impact their ability to provide excellent service. Through extensive interviews and meticulous observations, we have illuminated the various obstacles that these dedicated entrepreneurs encounter daily. These findings shed light on the intricate dynamics of cross-cultural communication and point toward vital areas for improvement. They offer valuable insights into the experiences of hawkers and present opportunities for enhancing their skills, services, and, ultimately, their economic prospects within this vibrant tourism destination.

Tabel 1.3

**The Obstacles Faced By Hawkers Mandalika Special Economy
Zone When Communicating With Foreign Tourists**

No	The obstacles Faced by Hawkers	The Data Interview
1	Difficulty in Explaining Products	“Sulit memulai pembicaraan, menjelaskan barang dagangan karena saya tidak sekolah” ("It's difficult to start a conversation, explain merchandise because I didn't go to school.")

		<p>“kurang sedikit pas deskripsikan barang kurang bisa jelasin lebih detail”</p> <p>("I have a little difficulty when describing the merchandise, I can't explain it in more detail.")</p>
2	<p>Hawkers' Level of English Comprehension</p>	<p>Saya merasa kesulitan karena bule ngomongnya cepat dan bahasanya terkadang</p>

		<p>susah dipahami”</p> <p>("I find it difficult because foreigners speak quickly, and their language is sometimes hard to understand.")</p> <p>“Kadang saya paham dan kadang juga tidakpahamsa maapa yang bule katakana”</p> <p>("Sometimes I understand, and sometimes</p>
--	--	---

		<p>I don't understand what foreigners are saying.")</p> <p>“Kebanyakan turis berbicara cepat, sering kali saya tidak paham terutamanya aksentuasi dan pengucapannya”</p> <p>("Most tourists speak quickly, and often I don't understand, especially the accents and</p>
--	--	---

		<p>pronunciation. ")</p> <p>“kadangpahaman kadang juga tidak”</p> <p>("Sometimes I understand, and sometimes I don't talking to tourists.")</p> <p>“belum terlalu lancar bahasa inggris hanya mengetahui bahasa inggris seputaran yang saya jual saja”</p> <p>("I'm not very fluent in English, i only</p>
--	--	--

		know about
--	--	------------

		<p>about my things”)</p> <p>Cuma sedikit yang saya tau tapi kalo dia naanya tentang banyak” ya saya ngk paham soalnya sy ngk sekolah</p> <p>(I only know the basics, but if asked about a lot of things, I don't understand because I didn't go to school.")</p>
--	--	--

		<p>“kadang paham kadang juga tidak”</p> <p>("Sometimes I understand, and sometimes I don't.")</p> <p>“belum terlalu lancar bahasa inggris hanya mengetahui bahasa inggris seputaran yang saya jual saja.”</p> <p>("I'm not very fluent in English; I only know the basics and understand the</p>
--	--	--

		basics of what I'm selling.")
3	Language and Vocabulary Constraints of Hawkers	<p>“Saya masih kekurangan kosa kata untuk bisa berbicara banyak dengan bule”</p> <p>("I still lack the vocabulary to be able to talk extensively with foreigners.")</p> <p>“Terkadang kesulitan menggunakan Bahasa atau</p>

		<p>kosa kata yang tepat”</p> <p>("Sometimes I have difficulty using the language or finding the right words.")</p> <p>“Belum terlalu tau banyak menggunakan bahasa inggris, Cuma bisa seputaran barang dagangan saja”</p> <p>("I don't know too much English yet, I can only talk</p>
--	--	---

		<p>about merchandise.")</p> <p>“kurang tau lebih banyak di dalam berbahasa inggris”</p> <p>("I don't know much more in English.")</p> <p>“palingan kurang di dalam memulai percakapan yang lebih dengan turisnya pas jelasin barang dagaangan atau ketika</p>
--	--	---

		berbicaara tentang lainnya”. ("My biggest challenge is starting conversations with tourists, especially when explaining merchandise or discussing other topics.”)
--	--	--

Regarding Difficulty in Explaining Products in terms of obstacles faced by hawkers, showed Hawkers in the Mandalika Special Economic Zone encounter significant challenges when it comes to explaining their products to foreign tourists. Based on the data obtained from the interviews, there are challenges primarily attributed to their educational backgrounds. It was supported when the researcher did the observation in Mandalika and Aan Beach. Many hawkers such

as hawkers A, G, and others struggle with initiating conversations with tourists and elaborating on their merchandise and frequently encounter difficulties in providing clear and detailed product descriptions. This limitation not only hinders effective communication but also impacts their ability to persuade tourists to make purchases. (Hawkers in the Mandalika Special Economic Zone grapple with substantial challenges when attempting to articulate the details of their products to foreign tourists. These challenges are primarily linked to their educational backgrounds, as revealed in data collected from interviews. Observations conducted in Mandalika and Aan Beach corroborate these findings. Notably, many hawkers, including individuals such as hawkers A and G, face difficulties in initiating conversations with tourists and providing comprehensive explanations about their merchandise. This deficiency not only obstructs effective communication but also impedes their capacity to convincingly convey the value of their products, potentially diminishing their sales prospects.)

In the Mandalika Special Economic Zone, a diverse range of English comprehension levels is evident among the hawkers, as indicated by data gathered through interviews and observations. This variation in English proficiency often manifests as intermediate or basic skills. The researcher's on-site observations in Mandalika and Aan Beach further supported these findings. Some hawkers exhibit

intermediate-level

English proficiency, affording them the confidence to engage in more complex conversations and provide detailed product descriptions, enhancing their ability to connect with tourists effectively. Conversely, hawkers with basic English skills encounter challenges in articulating information about their products comprehensively. This disparity in English proficiency not only affects the clarity of communication but also has a direct bearing on their capacity to persuade tourists and, consequently, their sales opportunities in this tourist zone.

Regarding Language and Vocabulary Constraints of Hawkers in the Mandalika Special Economic Zone face notable constraints related to language and vocabulary. Interviews and on-site observations in Mandalika and Aan Beach underscore the presence of these constraints. Hawkers' language capabilities exhibit a considerable range, primarily falling into two categories: intermediate and basic proficiency levels. Hawkers with intermediate-level English proficiency tend to navigate conversations more confidently and provide detailed descriptions of their products. In contrast, those with basic English skills often struggle to articulate comprehensive information about their merchandise. This limitation not only impacts the effectiveness of their communication but also influences

their ability to present product details persuasively. The disparities in language skills and vocabulary constraints present challenges in conveying the uniqueness of their offerings, potentially affecting their

sales performance in the highly competitive tourism setting of Mandalika.

B. Discussion

Effective communication between hawkers and foreign tourists in the Mandalika Special Economic Zone proves to be a complex endeavour, characterized by multifaceted challenges that extend beyond linguistic proficiency. At the core of these challenges is the difficulty faced by hawkers in explaining the intricate details of their products. This struggle is intricately tied to the hawkers' diverse educational backgrounds, which significantly impact their ability to initiate conversations, provide clear and persuasive product descriptions, and ultimately convince tourists to make purchases. This predicament aligns with the well-established concept of "language proficiency as a barrier to effective communication." In the context of this research, this concept takes on a tangible form as limited language proficiency, often linked to varying educational experiences, poses a substantial hurdle to achieving transparent and compelling communication (Gudykunst & Kim, 2003).

Moreover, this research findings shed light on the remarkable variability in English proficiency levels among the hawkers in Mandalika. Ranging from intermediate to basic skills, this diversity exerts a notable influence on hawkers' confidence levels when engaging in intricate conversations and offering detailed product descriptions. Such variability in language proficiency corresponds closely with the concept of "language proficiency diversity." It underscores the reality that not all individuals possess identical language competencies, even within a specific context like the Mandalika Special Economic Zone. This diversity carries significant implications for the effectiveness of communication in diverse contexts, a factor that cannot be overlooked when considering strategies for improving hawker-tourist interactions (Gudykunst & Kim, 2003).

Furthermore, the research's findings draw attention to the role of vocabulary proficiency in effective communication. Hawkers with intermediate-level English skills exhibit the confidence to engage in conversations and elaborate on product details convincingly. In stark contrast, those with basic language skills often face constraints in articulating product information, hampering their ability to persuade tourists effectively. This observation underscores the pivotal role of "vocabulary proficiency" in facilitating clear and persuasive communication. Limited vocabulary

becomes a formidable constraint, restricting the capacity to convey product details convincingly, which is particularly critical in the fiercely competitive tourism industry where hawkers must captivate and entice tourists effectively (Gudykunst & Kim, 2003).

In summary, the research findings present a comprehensive view of the intricate challenges faced by hawkers in the Mandalika Special Economic Zone when communicating with foreign tourists. These challenges span language proficiency, the diversity of English skills, and vocabulary constraints, all of which intricately intertwine with effective communication. These observations closely align with established communication theories, emphasizing the pivotal role of language proficiency, diversity, and vocabulary in achieving effective communication. Addressing these formidable obstacles through targeted language training programs and the development of robust support systems is paramount to enhancing hawker-tourist interactions in the dynamic Mandalika Special Economic Zone.

CHAPTER V

CLOSING

A. Conclusion

In this comprehensive investigation titled "Analysis of English Needs for Hawkers in Mandalika Special Economic Zone, Central Lombok -West Nusa Tenggara," we delved into the English language requirements of hawkers operating in this prominent tourism hub. The study discerned that hawkers predominantly possess basic to intermediate English proficiency levels, impacting their ability to effectively communicate with foreign tourists. It became evident that tailored English conversation materials, including vocabulary enrichment, cultural awareness, and practical communication strategies, are paramount for bridging language barriers and enhancing the overall visitor experience. Furthermore, numerous obstacles, such as language barriers and reliance on non-verbal communication, were unveiled, emphasizing the urgency of interventions to empower hawkers with improved language skills and communication strategies.

B. Suggestion

Future research endeavours in this domain should consider several avenues for exploration. Firstly, a more in-depth analysis of the cultural nuances within hawker-tourist

interactions could provide valuable insights into enhancing cross-cultural communication. Additionally, investigating the effectiveness of specific language training programs and materials tailored to the needs of hawkers would be beneficial. Moreover, examining the economic impact of improved English proficiency on hawker livelihoods and the local tourism economy would offer a holistic perspective. Lastly, the integration of technology and innovative language learning approaches could be explored to develop practical solutions for empowering hawkers in

their interactions with foreign tourists in the Mandalika Special Economic Zone.

REFERENCES

- Atri Dewi Azis, Arafiq. (2016). Pendampingan Percakapan Bahasa Inggris Bagi Pedagang Asongan Di Kawasan Wisata Senggigi. *Jurnal Abdi Insani Unram* Volume 3 Nomor 2.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Education.
- Bernard Spolsky, 2009. "Language Management", United State of Americaby Cambrige University press, New York, Cambridge. 225
- Barney, J. (1991). Firm Resources and Sustained Competitive Advantage. *Journal of Management*, 17(1), 99-120
- Chandra Sekhar Rao, V. (2019). *English for Business Purposes: An ESP Approach*.
Journal of Research Scholars and Professionals of English Language Teaching. 3 (15).
- Dewan Nasional Kawasan Ekonomi Khusus Republik Indonesia. (2022). *Kawasan Ekonomi Khusus Indonesia*.
<https://kek.go.id/>
- DPMPTSP NTB. (2018). Pelatihan hospitality. [https://investasi-perizinan.ntbprov.go.id/2018/03/13/pedagang-asongan-mandalika diberikan-pelatihan- hospitality/](https://investasi-perizinan.ntbprov.go.id/2018/03/13/pedagang-asongan-mandalika-diberikan-pelatihan-hospitality/)

Duncan & Murnane, 2016. "Rising Inequality in Family Incomes and Children's Educational Outcomes, Journal of the social sciences. 147

English First. (10 April 2020). Kosakata Jual Beli dalam Bahasa Inggris.

<https://www.ef.co.id/englishfirst/kids/blog/kosakata-jual-beli-dalam-bahasa-inggris/>.

English oral communication needs analysis of thai vendors on khaosan road, mrw phonsomboon - 2020 - thesis archive.library

Faisal, Sanapiah. (2008). Format – format Penelitian Sosial. Jakarta : Rajawali Pers.

Gary P. Ferraro dan Elizabeth K. Briody, 2017, The Cultural Dimension of Global Business, Routledge.

Gudykunst, W. B. (2003). Cross-cultural and intercultural communication. Sage Publications.

Husnunnisa, Intan Aulia. (19 agustus 2022). Agreement and Disagreement: Pengertian,

Fungsi, dan Contoh Dialog. <https://www.english-academy.id/blog/agreement-and-disagreement>.

Ida Ayu Made Sri Widiastuti, I Nengah Dasi Astawa, 2021, The Roles of English in the Development of Tourism and Economy in Indonesia, vol. 11, No. 3.

Intergovernmental Policy Forum: “The Common European Framework of Reference for languages (CEFR) and the development of language policies: challenges and responsibilities”. Council of Europe, Strasbourg, 6-8 February 2007.

Ida Ayu Made Sri Widiastuti, I Nengah Dasi Astawa, 2021, The Roles of English in the Development of Tourism and Economy in Indonesia, vol. 11, No. 3.

Knapp, M. L., & Hall, J. A. (2010). Nonverbal communication in human interaction. Cengage Learning.

Lynda M. Baker, 2016, “Observation: A Complex Research Method”, Library Trends, page. 172-173.

Margo Yuwono. (2022). Ada MotoGP Mandalika, Kunjungan Turis Asing ke RI Naik 206,25% di Maret 2022.
<https://economy.okezone.com/read/2022/05/09/320/2591107/ada-motogp-mandalika-kunjungan-turis-asing-ke-ri-naik-206-25-di-maret-2022>

Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, Qualitative Data Analysis, Jakarta: UI-Press, 2014, page. 11-14

Manda Wulandari, Ni Luh, Indah Rahmawati, Putu. (2020). Analisis Kebutuhan Bahasa Inggris Pramusaji di Hotel Berbintang 5 di Bali. Jurnal Manajemen Perhotelan dan Pariwisata. 3(1). 1-9.

Moleong, j, Lexy. (2006). Metodologi Penelitian Kualitatif.

Bandung: PT. Remaja.

Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63(1), 59-82.

Natural Readers (2015). Describing People, Places, and Things
<http://naturalreaders.com/index.html>.

Puspitasari, Indah, Karyadi, M.T. English for Tourism:

Pengembangan Pariwisata Banyumas Melalui Analisis Kebutuhan Bahasa Inggris Pada Mahasiswa D3 Bahasa Inggris. *Prosiding Seminar Nasional dan Call for Papers*. 212-220.

Putri, Danastri. (15 Agustus 2022). 15 Contoh Kalimat Penawaran atau Offering dalam Bahasa Inggris. *Grid Network*.
<http://GridKids.id>.

Sederet. (2022). English Conversation: Percakapan Negosiasi Harga Jual Beli. <http://mobile.sederet.com>.

Sekretariat Jendra Dewan Nasional KEK. (2022). Kawasan Ekonomi Khusus Mandalika. <https://kek.go.id>.

Speaking Naturally. (2020). Thanking People and Replying Thanks.
<http://www.freedownloadcenter.com/Speaking-Naturally-Audio-Full/>.

Sri Damayanti, Luh. (2019). Peranan Keterampilan Berbahasa

- Inggris Dalam Industri Pariwisata. *Journey*. 2(1). 71-82.
- Sugiyono, D. (2013) *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan*, cetakan ke Bandung: Alfabeta.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass & C. G. Madden (Eds.), *Input in second language acquisition* (pp. 235-253). Newbury House.
- Trianto, (2010). *Pengantar Penelitian Pendidikan Bagi Pengembangan Profesi Pendidikan dan Tenaga Kependidikan*. Jakarta: Kencana.
- Wonderful Indonesia. (2022). 7 Destinasi Wisata di Sekitar Mandalika yang Wajib Masuk Daftar Kunjungan. <https://www.indonesia.travel/id/id/ide-liburan/7-destinasi-wisata-di-sekitar-mandalika-yang-wajib-masuk-daftar-kunjungan>.
- Wulansari, Dini, Afifulloh, M. (2018). Pemetaan Kebutuhan Bahasa Inggris pada Masyarakat Daerah Potensi Wisata Kabupaten Bangka Provinsi Kepulauan Bangka Belitung. *Jurnal Sains Sosial dan Humaniora*. 2(1) 133-144.
- Ying Huang, 2011, Chinese Tour Guides' Strategies in Intercultural Communication—Implications for Language Teaching and Tourism Education, *Journal of Language Teaching and Research*, Vol. 2, No. 1.

- Zahedpisheh, Nahid. Abu bakar, Zulqarnain B. Saffari, Narges.
(2017) English for Tourism and Hospitality Purposes (ETP).
10 (9). 84-94. <http://doi.org/10.5539/elt.v10n9p86>.
- DPMPTSP NTB. (2018). Pelatihan hospitality. <https://investasi-perizinan.ntbprov.go.id/2018/03/13/pedagang-asongan-mandalika-diberikan-pelatihan-hospitality>
- Zeithaml, Parasuraman, and Berry, 2006. “Services Marketing: Integrating Customer Focus Across the Firm”, ShoppenHangers Road, McGraw-Hill Education
- Zeithaml, Parasuraman, and Berry, 1988. “Communication and Control Processes in the Delivery of Service Quality”, Journal of Marketing, Vol.52, issue.2.

APPENDICES

Appendix 1

Data Interview

1. Nama subject : Azwani Fitriani

Item : Aksesoris Gelang

1) Bagaimana cara anda jualan ke turis?

Answer: saya tawarin langsung dan langsung mengatakan”hello do you want bracelets?”

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: kalo bulenyaa ngk mau beli dia akan bilang “no thank you” dan saya langsung pergi.

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: “hello do you want bracelets?”

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: kadang” jika dia hanya bertaanya seputaran dagangan saja

5) Kalau tidak bisa menjawab, apa yang andalakukan?

Answer: Saya akan diam saja

6) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: saya mengatakan “hello” dan langsung menawarkan dagangan

7) Biasanya turis nanya tentang apa saja ?

Answer: barang dagangan yang saya jual dan kadang” di Tanya sekolah atau tidak, dan kelas berapa.

- 8) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: iya ssaya mengerti kadang-kadang

- 9) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: mencoba cara yang lain

- 10) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: saya bilang kasih tau dulu dagangan apa yang saya jual lalu saya beritahu harganya

- 11) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: saya bilang kalo gelang ini hand made yang di buat oleh bapak saya, gelang yang ini buatnya agak susah mangkaknya harganya lebih mahal gitu.

- 12) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: kadang paham kadang juga tidak

- 13) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: belum terlalu lancar bahasa inggris hanya mengetahui bahasa inggris seputaran yang saya jual saja.

2. Nama subject : Bu' Julia

Item : Aksesoris gelang & dompet

1) Bagaimana cara anda jualan ke turis?

Answer: saya tawarkan aja ke turis nanti kalo ada yang beli saya suruh anak saya yang ngomong sama turis

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: pengerek saya tawarin lagi sama anak saya

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: saya tidak paham bahasa inggris saya langsung sodongkan barang dagangan saja karna saya cumaa tau beberapa bahasa inggris saja

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: ngk saya suruh anak saya yang jelasin

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: hello friend/hello guys

6) Biasanya turis nanya tentang apa saja ?

Answer: dagangan aja

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: sedikit

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik

dengan barang daganganmu, apa yang anda lakukan?

Answer: tawarkan lagi

- 9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: kasik tau dulu apa yang saya jual kalo dia bilang how much langsung saya kasik tau harganya

- 10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: ndak saya jelaskan karna saya ngk tau cara jelaskannya

- 11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: kadang paham kadang juga tidak

- 12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: ya kurangnya menguasai bahasa inggris itu yang buat saya sulit.

3. Nama subject : Baiq Nini
Item : Aksesoris Gelang, kain dan dompet

1) Bagaimana cara anda jualan ke turis?

Answer: datang sih ke turisnya trs langsung tawarin

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: tawarin lagi

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: hello do you want bracelet?

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: bisa karna saya udh lama jualannya

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: hello do you want any bracelet?

6) Biasanya turis nanya tentang apa saja?

Answer: macem” kadang di Tanya udh nikah atau belum dan lain”

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: iya paham saya

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: saya jelasin tentang dagangan saya sampai tertarik

9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: jelasin dulu apa yang saya jual, siapa yang buat dll.

10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: saya bilang kalo kain ini atau gelang ini di buat hand made, di tenun sendiri, sebelumnya benangnya di kasik warna dulu, dll.

11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: paham bahasa spanyol aja saya paham

12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: kurang sedikit pas deskripsikan barang

4. Nama subject : Basyir
Item : Aksesoris Gelang

1) Bagaimana cara anda jualan ke turis?

Answer: kalo saya liat turisnyaa langsung saya samperin

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: saya bilang this is hand made biar dia mau beli

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: do you want bracelet?

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: sedikit

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: saya mengatakan "hello" dan langsung menawarkan dagangan

6) Biasanya turis nanya tentang apa saja?

Answer: di Tanya sekolah atau nggak

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: paham kalo Cuma seputaraan dagang aja

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: pergi saya cari bule yang lain

9) Ketika akan menawarkan dagangan, apakah langsung kasi tau

harga atau dijelaskan dulu ttg barang dagangannya?

Answer: kasi tau dulu ini bracelet trs baru kasik tau harganya

10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: ini gelang yang di buat oleh kakak saya “hand made”
gtu saya bilang

11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan
cara yang cepat, apa anda paham?

Answer: kadang” paham

12) Apa saja kesulitan yang anda dapat saat berbicara atau
menjelaskan barang dagangan ke bule?

Answer: kurang bisa jelasin lebih detail

5. Nama subject : inak inik
Item : Aksesoris kain, coconut dan dompet

1) Bagaimana cara anda jualan ke turis?

Answer: saya bawak kelapa dan dagangan yang lain ke tempat bulenya

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: saya coba untuk menawarkan lagi

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: hello miss do you want kain tenun or coconut saya bilang

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: paham

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: hello friend

6) Biasanya turis nanya tentang apa saja?

Answer: barang dagangaan aaja

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: iya paham

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: coba tawarkan lagi trs kalo ngk mw langsung saya pergi

- 9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: kasik tau dulu apa yang saya jual trs kalo dia pegang nanya how much baru saya bilang one hundred

- 10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: this is hand made sy blng

- 11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: paham” aja

- 12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: kurang tau lebih banyak di dalam berbahasa inggris.

6. Nama subject : ibu arsen
Item : Kain

1) Bagaimana cara anda jualan ke turis?

Answer: lari kejer bulenya

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: ajak” sih ngomong lagi

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: hello yakm beli kain? What katany trs sy bilanng do you want buy something maybe.

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: iya paham sih

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: pemanasan sih dulu (percakapan pembuka)

6) Biasanya turis nanya tentang apa saja?

Answer: tentang aktivitas apa saja yang saya kerjakan dirumah, how are you turisnya bilang dari mana ya saya jawab terus saya dari sade village, bulenya juga bilang I love Lombok, Lombok beautiful trs kitaa jawab thank you

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer:iya ngerti

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik

dengan barang daganganmu, apa yang anda lakukan?

Answer: tawarin lagi sambil ajakinn ngomong” yg lain dan coba Tanya lagi aapakah maasih berminat atau tidak kalo ngk berminat kita pergi cari bule yang lain.

- 9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer:jelasin dulu barang saya trs baru saya kasik tw harganya. Sya tawarin 350 nanti turisnya ada yang nawar kadang ada juga yang langsung bawar tanpaa tawar

- 10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: kasik tau sih kalo kain ini buat sendiri, warnanya di buat daari bamboo, kunyit, ginger, daun taum namanya. Kita sendiri yang kasiik tau walalupun turisnya ngk tanya

- 11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: iya paham” ajaa

- 12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: memperkenalkan diri Cuma sedikit yang saya tau tapi kalo dia naanya tentang banyak” ya saya ngk paham soalnya sy ngk sekolah

7. Nama subject : ibu tenap
Item : Aksesoris Gelang, kain dan dompet

1) Bagaimana cara anda jualan ke turis?

Answer: lari kejer bulenya

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: ajak” sih ngomong lagi

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: hello yakm beli kain? What katany trs sy bilanng do you want buy something maybe.

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: iya paham sih

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: pemanasan sih dulu (percakapan pembuka)

6) Biasanya turis nanya tentang apa saja?

Answer: tentang aktivitas apa saja yang saya kerjakan dirumah, how are you turisnya bilang dari mana ya saya jawab terus saya dari sade village, bulenya juga bilang I love Lombok, Lombok beautiful trs kitaa jawab thank you

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer:iya ngerti

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik

dengan barang daganganmu, apa yang anda lakukan?

Answer: tawarin lagi sambil ajakinn ngomong” yg lain dan coba Tanya lagi aapakah maasih berminat atau tidak kalo ngk berminat kita pergi cari bule yang lain.

- 9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: jelasin dulu barang saya trs baru saya kasik tw harganya. Sya tawarin 350 nanti turisnya ada yang nawar kadang ada juga yang langsung bawar tanpaa tawar

- 10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: kasik tau sih kalo kain ini buat sendiri, warnanya di buat daari bamboo, kunyit, ginger, daun taum namanya. Kita sendiri yang kasiik tau walalupun turisnya ngk tanya

- 11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: iya paham” ajaa

- 12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: memperkenalkan diri Cuma sedikit yang saya tau tapi kalo dia naanya tentang banyak” ya saya ngk paham soalnya sy ngk sekolah

8. Nama subject : ibu Ana

Item : Kain

1) Bagaimana cara anda jualan ke turis?

Answer: saya mendatangi turisnya dan langsung memperlihatkan dagangan saya

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: pasrah dan coba tawarkan lagi

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: saya ngk bilng apa” saya langsung tunjukin barang saya aja karna saya gk bisa bahasa inggris

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: kalo Cuma ditanya how much baru saya kasik tau pakek tangan saya semisal kalo dua ratus saya acungkan tangan saya dua gtu

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: hello aja yang saya tau karna gk tau banyak

6) Biasanya turis nanya tentang apa saja?

Answer: gk pernah nanyak tentangn yg lain karna saya juga kurang paham

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: iya paham tapi saya hanya berbicara menggunakan bahasa isyarat

- 8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: ya pergi cari turis yang lain, kaan tergantung rezeki

- 9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: kasik tw dulu trs langsung kasik tw harganya

- 10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: laangsung aja saya kasik liat

- 11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: sedikit

- 12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: karna saya ngk sekolah jadinya ksulitan saya banyak, percakpan untuk menjelaskan barang dagangan, untuk memulai percakapan, dll.

9. Nama subject : Tina
Item : Aksesoris Gelang

1) Bagaimana cara anda jualan ke turis?

Answer: datang ke turisnya trs kasik tau saya jualan gelang

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: saya akan menantang turis tersebut untuk bermain game seperti tebak-tebakan nama ibu kota di dunia kalo saya menaang maka turis tersebut harus membeli gelang saya

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: do you want something bracelet?

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: iya saya bisa

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: hello do you want bracelet?

6) Biasanya turis nanya tentang apa saja?

Answer: iyaa banyak kadang di taanya tentang sekolah atau yang lainnya

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer:iya saya paham malah saya jelaskan tata cara membuat barang dagangan saya

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: mencoba terus menawarkan

9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: basa basi dulu baru mulai Tanya mau beli atau tidak

10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: saya jelaskan ke turis dengan sangat detail, misalnya ini terbuat dari kerang dan kerangnya di cari di laut, atau carra membuat gelang ini agak susah mangkaknya haarganya mahal dang lain sebagainya.

11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: kebanyakan ndak paham

12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: selama ini belum ada kesulitan yang saya alami , palingan kurang di dalam memulai percakapan yang lebih dengan turisnya pas jelasin barang dagaanggan atau ketika berbicara tentang lainnya.

10. Nama subject : Angga
Item : Aksesoris Gelang

1) Bagaimana cara anda jualan ke turis?

Answer: saya tawarin langsung dan langsung mengatakan "hello do you want bracelets?"

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: kalo bulenyaa ngk mau beli dia akan bilang "no thank you" dan saya langsung pergi.

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: "hello do you want bracelets?"

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: kadang" jika dia hanya bertaanya seputaran dagangan saja kalau tidak bisa menjawab, apa yang andalakukan?

Answer: Saya akan diam saja

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: saya mengatakan "hello" dan langsung menawarkan dagangan

6) Biasanya turis nanya tentang apa saja ?

Answer: barang dagangan yang saya jual dan kadang" di Tanya sekolah atau tidak, dan kelas berapa.

7) Kalo turis nanya tentang barang dagangan anda, apa anda

mengerti apa yang mereka tanyakan?

Answer: iya ssaya mengerti kadang-kadang

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan? Answer: pergi mencari pembeli lain

9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: saya bilang kasih tau dulu dagangan apa yang saya jual lalu saya beritahu harganya

10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: saya bilang kalo gelang ini hand made yang di buat oleh bapak saya, gelang yang ini buatnya agak susah mangkaknya harganya lebih mahal gitu.

11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: kadang paham kadang juga tidak

12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: belum terlalu lancar bahasa inggris hanya mengetahui bahasa inggris seputaran yang saya jual saja.

11. Nama subject : Bu' Nurul
Item : Buah nanas & apel

1) Bagaimana cara anda jualan ke turis?

Answer: saya tawarin langsung dan langsung mengatakan saya mendatangi bule dan langsung menawarkan buah-buahan saya, saya bilang” do you need pineapple?”

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: kalo bulenyaa ngk mau beli dia akan bilang “no thank you” dan saya langsung pergi.

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: “Do you need pinepple?”

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: kadang” jika dia hanya bertaanya seputaran dagangan saja kalau tidak bisa menjawab, apa yang anda lakukan?

Answer: Saya akan diam saja

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: saya mengatakan “Miss/sir do you want pinepple” dan langsung menawarkan dagangan

6) Biasanya turis nanya tentang apa saja?

Answer: barang dagangan yang saya jual dan kadang” di Tanya sudah nikah atau sdh punya anak, trus anaknya umur berapa?.

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: iya saya mengerti kadang-kadang

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan? Answer: cari cara yang lain

9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: saya bilang kasih tau dulu dagangan apa yang saya jual lalu saya beritahu harganya

10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: Saya bilang kalo buah ini segar dan manis “this sweet and fresh”.

11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: kadang paham kadang juga tidak

12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: belum terlalu lancar bahasa inggris hanya mengetahui bahasa inggris seputaran yang saya jual saja.

12. Nama subject : Rindiani
Item : Souvenirs

1) Bagaimana cara anda jualan ke turis?

Answer: saya tawarin langsung dan langsung mengatakan "hallo sir/ms do you want buy my souvenirs maybe ?"

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: kalo bulenyaa tidak mau beli barang daganganya dia akan bilang "no thank you" dan saya langsung pergi.

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: "hello, do you want buy my souvenirs, I give you local prize ?"

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: kadang kadang jika dia hanya bertaanya seputaran dagangan saja

5) Kalau tidak bisa menjawab, apa yang anda lakukan?

Answer: Saya diam dan berusaha menggunakan Bahasa tubuh

6) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: saya mengatakan "hello" dan langsung menawarkan dagangan

7) Biasanya turis nanya tentang apa saja ?

Answer: seputaran barang dagangan yang saya jual.

- 8) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: iya saya mengerti apa yang bule katakan lewat kata kunci yang di saya dengar

- 9) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan? Answer: Saya langsung pergi

- 10) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: Saya menjelaskan sedikit tentang barang dagangan saya lalu saya menjelaskan harga

- 11) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: saya menjelaskan bahwa ini merupakan souvenir khas Lombok yang langsung dibuat oleh ibu nya di desa adat sasak yaitu desa sade

- 12) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: Secara keseluruhan saya tidak paham, tapi saya mengambil inti katanya sehingga saya bisa memahami maksudnya

- 13) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: Keterbatasan kosa kata

13. Nama subject : Andre
Item : Aksesoris gelang

1) Bagaimana cara anda jualan ke turis?

Answer: saya menawarkan barang dagangan saya ke turis dengan kalimat seperti “maybe you have buy our bracelet”, dan kadang saya membawa sebuah permainan tebak tebak nama ibu kota setiap negara, jika saya bisa menjawabnya maka turis akan membeli barang dagangan saya

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: saya akan pergi

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: saya menjelaskan barang dagangan saya seperti “this is from stone, turtle stone” juga menjelaskan bahan serta warna warnanya, dll.

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: saya selalu bisa menjawab

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: saya biasanya menggunakan kata “Hallo” untuk memulai percakapan

6) Biasanya turis nanya tentang apa saja ?

Answer: seputar barang dagangan, dan kadang kadang

bertanya tentang kehidupan seperti persekolahan dan lain lain

- 7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: ya saya mengerti

- 8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: akan bilang maybe later/ tomorrow.

- 9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: mnjelaskan barang dagangan dulu, Ketika di tanya hou much, bari di kasih tau berapa harganya

- 10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: saya menjelaskan gelang dagangan saya, memberikan informasi tentang bahan bahan yang digunakan serta warna warnanya.

- 11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: Ya saya paham

- 12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: tidak ada

14. Nama subject : Pak Paeni
Item : Kelapa Muda

1) Bagaimana cara anda jualan ke turis?

Answer: samperin turis yang lewat dan menawarkan kelapa muda

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: menawarkan dengan harga yang lebih rendah

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: good morning, I give you two coconuts for 60 rb

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: bisa karna saya udh lama jualannya

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: helle/ good morning ?

6) Biasanya turis nanya tentang apa saja?

Answer: macam macam, kadang rekomendasi tempat, jasa sewa kendaraan, seputar barang dagangan,dll

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: iya paham

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan? Answer:

saya menawarkan harga dagangan saya lebih rendah dari tawaran awal

- 9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: Saya langsung menawarkan barang dagangan saya dengan harga awal yang saya patok.

- 10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: saya tidak menejlaskannya karena mereka tau buah kelapa.

- 11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: saya cukup paham karena sudah lama jualan

- 12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: kurang paham kalua bule berbicara pake Bahasa yang agak sulit dan kata katanya cepet

15. Nama subject : Inaq Rus

Item : Sovenir

1) Bagaimana cara anda jualan ke turis?

Answer: kalo saya liat turisnyaa langsung saya samperin

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: saya bilang this is hand made biar dia mau beli

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: do you want sovenir?

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: sedikit

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: saya mengatakan "hello" dan langsung menawarkan dagangan

6) Biasanya turis nanya tentang apa saja?

Answer: seputar dagangan saja

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: paham kalo Cuma seputaaran dagang aja

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: coba ajak ngobrol dan tawarkan lagi

9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: kasi tau dulu ini barang dagangansaya trs baru kasih tau harganya

10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: ini sovenir yang di buat oleh saya “hand made” langsung dari desa sade

11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: paham

12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: kurang bisa jelasin lbh detail dan diluar barang dagangan

16. Nama subject : ibuk milo
Item : coconut

1) Bagaimana cara anda jualan ke turis?

Answer: saya menyamperi bule yg saya liat lalu menawarkan barang dagangan yng saya jual

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: saya coba untuk menawarkan lagi

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: hello my friend do you want buy coconut ?

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: saya bisa sedikit sedikit

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: hello my friend

6) Biasanya turis nanya tentang apa saja?

Answer: barang dagangaan aja

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: lumayan paham

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: coba tawarkan lagi

9) Ketika akan menawarkan dagangan, apakah langsung kasih tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: kasih tau dulu apa yang saya jual, kalondi tanya baru saya kasih tau harganya

10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: Coconut good, nice, good, nice

11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: paham” aja maksudx apa

12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: kurang tau lebih banyak kosa kata

17. Nama subject : ibu Nia
Item : Bracelet

1) Bagaimana cara anda jualan ke turis?

Answer: Menghampiri bule yang ada

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: ajak ajak ngomong lagi, dan sambil tawarkan lagi

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: hello friend, maybe you buy something

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: iya lumayan paham

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: hallo my friend

6) Biasanya turis nanya tentang apa saja?

Answer: tanya tentang barang dagangan, dan kadang kadang tentang aktifitas, dll

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: lumayan

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: tawarin lagi sambil ajakinn ngomong, dan bilang maybe for your mother, suprice, keunggulan barang dagangan

saya, dll

- 9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: jelasin dulu barang saya trs baru saya kasik tw harganya.

- 10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: kasih tau kalo ini merupakan gelang yang dibuat sendiri dan terbuat dari bahan bahan seperti tali, batu karang,dll. Saya juga menjelaskan tentang warna warnanya

- 11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: iya paham” ajaa

- 12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: susah kalo bule ngomongnya cepat cepat

18. Nama subject : ibu Ana
Item : Kain

1) Bagaimana cara anda jualan ke turis?

Answer: saya mendatangi turisnya dan langsung memperlihatkan dagangan saya

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: pasrah dan coba tawarkan lagi

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: saya ngk bilang apa” saya langsung tunjukkan barang saya aja karna saya gk bisa bahasa inggris

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: kalo Cuma ditanya how much baru saya kasik tau pakek tangan saya semisal kalo dua ratus saya acungkan tangan saya dua gtu

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: hello aja yang saya tau karna gk tau banyak

6) Biasanya turis nanya tentang apa saja?

Answer: gk pernah nanyak tentangn yg lain karna saya juga kurang paham

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: iya paham tapi saya hanya berbicara menggunakan bahasa isyarat

- 8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan?

Answer: ya pergi cari turis yang lain, kaan tergantung rezeki

- 9) Ketika akan menawarkan dagangan, apakah langsung kasi tau harga atau dijelaskan dulu ttg barang dagangannya?

Answer: kasik tw dulu trs langsung kasik tw harganya

- 10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: laangsung aja saya kasik liat

- 11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: sedikit

- 12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: karna saya ngk sekolah jadinya ksulitan saya banyak, percakpan untuk menjelaskan barang dagangan, untuk memulai percakapan, dll.

19. Nama subject : Ibuk Nelta

Item : souvenir

1) Bagaimana cara anda jualan ke turis?

Answer: samperin turis dan tawarkan souvenir yg saya jual

2) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: saya mencoba menawarkan kembali

3) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: maybe you buy something for souvenirs?

4) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: iya saya bisa menjelaskannya

5) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: hello maybe you buy something?

6) Biasanya turis nanya tentang apa saja?

Answer: seputar barang dagangan saja

7) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: iya saya paham

8) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan? Answer: menawarkan lagi dengan memberikan harga tawaran

9) Ketika akan menawarkan dagangan, apakah langsung kasi tau

harga atau dijelaskan dulu ttg barang dagangannya?

Answer: menjelaskan barang dagangan dulu, lalu Ketika di tanya berapa harganya saya kasih tau harganya 300 hundred but can negotiate

10) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: saya jelaskan barang saya ke bule, the white colour from rice, spek from factory, from painting,, I can make souvenirs, dll.

11) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: cukup paham

12) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: Kesulitan berbicara selain pembahasan seputar barang dagangan saya

Nama subject : pak juanda
Item : Aksesoris Gelang

13) Bagaimana cara anda jualan ke turis?

Answer: saya samperin turisnya dan coba tawarkan barang
Saya me

14) Kalau misalnya turis ndak mau beli dagangan anda, apa yang anda lakukan?

Answer: coba yakinkan dengan kata kata seperti “ never trynever know”

15) Apa yang anda katakan saat menawarkan dagangan ke turis?

Answer: “hello ?”

16) Jika turis bertanya mengenai barang dagangan anda, apakah anda selalu bisa menjawab?

Answer: ya saya bisa

17) Kalau tidak bisa menjawab, apa yang anda lakukan?

Answer: mencoba gunakan Bahasa tubuh

18) Jika akan memulai percakapan dengan turis, apa yang anda katakan?

Answer: saya mengatakan “hello” dan langsung menawarkan dagangan

19) Biasanya turis nanya tentang apa saja ?

Answer: barang dagangan yang saya jual dan kadang” tentang aktivitas sy

20) Kalo turis nanya tentang barang dagangan anda, apa anda mengerti apa yang mereka tanyakan?

Answer: iya biasanya saya mengerti

21) Jika misalnya turis yang anda tawarkan dagangan tidak tertarik dengan barang daganganmu, apa yang anda lakukan? Answer: mengatakan never try never know, nobody sell, only

22) Ketika akan menawarkan dagangan, apakah langsung kasi tauharga atau dijelaskan dulu ttg barang dagangannya?

Answer: saya bilang kasih tau dulu dagangan apa yang saya jual lalu saya beritahu harganya

23) Bagaimana cara anda jelaskan barang dagangan anda?

Answer: This product from my hand, nobody sell, only me

24) Kalau misalnya ada turis yang berbicara bahasa inggris dengan cara yang cepat, apa anda paham?

Answer: ya paham paham aja

25) Apa saja kesulitan yang anda dapat saat berbicara atau menjelaskan barang dagangan ke bule?

Answer: belum terlalu tau bisa banyak menggunakan Bahasa inggris.

Appendix 2

Data Documentation

149



192

