ENGLISH LANGUAGE NEEDS ANALYSIS FOR MERCHANDISE SELLERS AT BOROBUDUR TEMPLE

THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan

Nikos Septian Kristiyono
112014037

ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF LANGUAGE AND ARTS

UNIVERSITAS KRISTEN SATYA WACANA

SALATIGA

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ENGLISH LANGUAGE NEEDS ANALYSIS FOR MERCHANDISE SELLERS AT BOROBUDUR TEMPLE

Nikos Septian Kristiyono

ABSTRACT

English nowadays, plays a vital role not only in communication, but also in the economic growth of merchandise sellers in tourism destinations. They have to equip their skills with English in order to communicate with foreign tourists while offering their commodities. Unfortunately, not all sellers are able to use English properly. This paper, aspires to discover the English needs by several merchandise sellers in one of the most popular tourism destinations in Indonesia. Several merchandise sellers who sold clothes, toys, miniatures, and more were interviewed and their selling activities were observed during data collection process, to gather various English language functions they used. The findings of the study were classified into themes, and analyze actual English needs by the merchandise sellers within their specific contexts. Even though the number of sellers who were able to speak English appropriately was low, they use simple English when they interact with foreign tourists who came to their stalls.

Keywords: needs analysis, language function, language expressions.

INTRODUCTION

The impact of English dissemination across the world as an international language leads into the study of English for Specific Purposes (ESP). In the beginning of 1960’s, ESP was seen as an English teaching technique for a specific purpose. In ESP, learners learn their target language not because they are interested; instead, they simply need it. The target language, the language to be learned, is supposed to be taught to provide language skill in real situations. ESP emerged to answer the demand of English mastery for different groups of people such as workers, students, and vendors in tourism destinations.

People who learn ESP require distinctive language focus, which is more specific rather than the general focus of learning English. The specific language can be discovered through needs analysis. Needs analysis investigates the necessity of mastering a certain language for
various purposes such as job requirements, study abroad, and communicate with foreign tourists. Needs analysis is “the process of identifying and evaluating needs in a community or other defined population of people” (Titcomb, 2000, p.1). “Needs is defined as the differences between the actual state regarding the group or situation in relation to a specific question and the desired state” (Lamri, 2016, p. 10). Lamri (2016) also defines that needs mean learners' requirements to communicate effectively in certain situations. Otilia (2015) defines the task of needs analysis as the learners’ information process to define its target situation and environment. In language-centered approach, needs analysis is described as “the ability to comprehend and/or produce the linguistic features of the target situation” (Hutchinson & Waters 1978: 54). Needs analysis is the basis of any ESP course (Hutchinson & Waters, 1978: 53; Teodorescu, 2010).

In the current global communication, language plays an important role in connecting people across the nations. Communication is the basic attribute of human life that delivers purposes to build an understanding (Velentzas & Broni 2014; see also Thomson, 2003) and language is the main tool of human communication to express culture, tradition, and identity (Sirbu, 2015). As the countries in the world become closer to each other, the situation raises the necessity of embracing a certain language as the global language or lingua franca (Ishihara, 2012; see also Crystal 1997 & 2003). English, in this situation, performs its role as an international language to answer the necessity of having a single language that can be understood by many people from a different linguistic background. Nga (2008) claims that English has provided people around the world with understanding, and it can help them to exchange their goods, cultures, and values. Consequently, English is currently not always spoken in native-speakers countries but in non-native context also. Crystal (1999) argues English has been demonstrating a pivotal role of language position in society, as it is taught in educational programs and has its administration status in several non-native countries such as
India, Singapore, Ghana, Nigeria etc. In the relation of non-native English speakers, there are of course, different issues regarding the state of those speakers in non-native countries. Kormos, Kontra & Csölle (2002) claim that learning English in non-native context often assumes the learners who need to know everything about the language. In addition, Kormos, Kontra & Csölle (2002) propose that English should be taught or tested as close as possible to their English language use and needs.

Along with the prominence of English as the *lingua franca*, however, it carries out communication problem between people living in English speaking country and those who do not live there. Furthermore, people who perform a job that requires communication fluency, such as souvenir or merchandise sellers in tourist destinations, most likely will encounter that kind of problem called language gap. The gap occurs when the sellers are about to promote their commodities to foreign tourists who are unable to speak the local language. That situation causes needs and the needs have to be analyzed for the sellers. If they could understand several utterances of English, it might help them to communicate with foreigners when they sell their goods.

This research examined what kind of English language functions and expressions were needed by the merchandise sellers in Borobudur temple. The objective of this study was to investigate several kinds of English language functions necessary for the sellers to communicate when they offer their commodities to foreign tourists. The result of the study will be useful - especially for those who want to conduct service learning or English language teaching program - for the merchandise sellers. The findings of the study may also be useful to merchandise sellers to express specific language elements that they need to master. The findings of this study may provide information to the sellers about the English language gap they had and then would consider to improve their English skills, by taking any kind of English learning programs in the future.
LITERATURE REVIEW

English for specific purposes (ESP)

Along with the term “specific purposes”, ESP aims at the learners’ distinctive desire of mastering English. Hutchinson & Waters (1987) argued that ESP still shares the similar understanding to any other language teaching (p. 2), which is principally concerned with learning, but different to other language teaching approach. It is more on learners-centered approach. In ESP, the major focus is on material / subject that should be learned and it only pays minor attention to how learners learn the material / subject (p. 2). Basturkmen (2010, p. 8) & Dudley-Evans and ST Johns (1998) declare that ESP learners aim to fulfill their academic, professionals, or occupational pursuits or needs. Hence, in its development process, ESP occurs to meet learners’ actual needs; answering learners targets on why they learn it or what for.

What is ESP?

Traditionally, ESP is a teaching approach designed either to meet the actual language learners’ need or to answer their specific pursuits of why they learn a language. In ESP, Chilingaryan (2012) states that the focus of language learning is not to transfer the grammatical rules and structures, instead, a language should be embedded within a context. Moreover, Bilokcoglu (2012) states that ESP is "goal-directed" - focusing on learners goals of learning a language. Chen, Chang & Chang (2016) argue that learners may be able to communicate effectively when they learn General English courses; however, learners also need language skills related to their target department or personnel directors. Therefore, Chen, Chang & Chang (2016) proposes that English learners also need to take ESP, which will prepare them with the language required in their future workplaces. Strevens (1988) in Dudley-Evans and ST Johns (1998, p. 3) defines four absolute characteristics and two variable
characteristics of ESP. Those four absolute characteristics are; ESP is designed to meet learners’ specific needs, certain disciplines, occupations and activities are embedded as its topic, concentrate on appropriate language (syntax, lexis, or discourse) used for those activities, and the last one is its difference with General English (language teaching). Furthermore, there are also two variable characteristics: which are ESP might be limited to only language skill to be learned, and ESP might not be conveyed through preordained teaching methods.

**Needs Analysis in ESP**

In ESP teaching method, there is an early fundamental step before the teaching is started. The step is called needs analysis. In the 1960s until early 1970s, Otilia (2015) states the key concept of needs analysis as the learners’ communicative needs and teachers’ technique in reaching the teaching objectives. However, as mentioned in Otilia (2015) in nowadays trend, needs analysis is the tool to collect the learners' information for determining the learners' target situation and the environment in ESP. According to Astika (1999), needs analysis takes the learners as the focus of inquiry. Astika (1999) also states that to identify learners “needs”, the ESP practitioners have to include assessment and evaluation for measuring the "existing situation" of learners, then the inadequacy of assessment will be revealed through the evaluation.

*Importance and purpose of needs analysis*

In designing ESP courses, needs analysis is conducted as the beginning point because the language skills that are taught based on that analysis. According to Boroujeni & Fard (2013), as an information-gathering process needs analysis is very learner-oriented and it can be helpful in ascertaining language-learning programs that will suite for learners’ actual goals in learning English. Dudley-Evans and ST Johns (1998) argue, that need is the learners’
reason of learning English and what for. Learners’ purpose of learning English is various; it might be for study purposes, such as study abroad to English speaking country, and work purposes, such as business matters or hotel reservations (p. 3). Long (2005, p. 1-5) proposes that even though there are several challenges in how to conduct needs analysis, however, no language teaching should be held without needs analysis as it’s basis.

Types of needs

According to Hutchinson & Waters (1987, p. 54-63), “needs” is divided into two, which are target needs and learner needs. Lamri (2016) describes target needs as the learned linguistic elements to gain the communicative aims. Furthermore, for Hutchinson & Waters (1987) in defining target needs, there are three aspects that should be covered. Those aspects are necessities, lacks, and wants. ‘Necessities’ is something related to what learners need to know as they would perform the language successfully in the target situation (destination). ‘Lacks’ is described as the starting point area that the teachers have to complete between learners existing knowledge and its proficiency target. Up to this point, the language teachers play the role in setting both learners necessities and lacks to meet the target situation needs to be desired. ‘Wants’, dissimilar to target situation needs, is the learners view toward what language competence should be conveyed to them. It is the area when learners express their desire to choose which language elements that are necessary or unnecessary for their situation (p. 54-60). 'Learner needs' is fairly similar to learners ‘wants’. On the other hand, it is not merely explained as what learners need to learn, rather, it also contains how they learn a language. This area tells the process of how their starting point (lacks) could meet their destination (necessities) of learning a language (p. 60-61).
**Previous Studies**

Some researchers in different places have conducted studies about ESP and language needs analysis. Poorbehzadi & Songhori (2016) from Iran investigated the language needs of English literature students in that country. There were two groups of participants. The first group was 60 former English students that had been working as a teacher, translator, business persons or any other professional workers and the second were 250 juniors plus seniors students of three universities in Iran (the Shahid Bahonar University of Kerman, Razi University of Kermanshah, and Azad University of Kerman). They used questionnaires that applied Likert scale. After that, the data gathered were analyzed using SPSS software. The aim of the questionnaires was to show and then compare the present versus expectation of future English use in each of students or formers situations. As the result of the study, both situations shared the similar necessities, which were the language for note taking and writing tasks on the board. Note taking skill for current students (mostly happens when they read a book /textbook /story) and writing-on-board-awareness for former students - especially for those who work as teachers – because, in Iran, English teachers rarely use their hand to write on the board, instead, they just read books to the students.

In Serbia, Antic and Milosavljevic (2016) conducted another needs analysis research. They analyze the linguistic needs of medical students in that country. The research applied a combination between quantitative and qualitative approach. Data were gathered through closed-ended questionnaires, oral interviews, and observation. Through questionnaires, the participants were requested to answer 5 sections with 11 close-ended questions, which asked the presents situation of English, significance of English in medical studies or professional career, awareness of its importance for professional development, weakest and strongest linguistic skills, and a certain linguistic area that they felt is the most problematic. The interview sections were done through the observation and it aimed to equip the close-ended
questionnaires’ answers. The total number of participants in the study was 129 classified as 69 persons of the second year medical students whose English classes were mandatory, 43 medical doctors who representing the professional level of language use, and 24 postgraduate students at the Faculty of Medicine as teaching assistants, representing the academic level of language use. It should be pointed out that English is an optional subject in the first year and mandatory for the second year. As the result, even though the medical language (specific purposes) including both professional and academic language, according to the needs analysis, medical students also needed to learn General English such as how to initiate conversation, how to expressing disagreement or agreement, etc. It is supported by the needs of the professional career, which is focusing more on speaking skill.

Moving to Southeast Asia, Prachanant (2012) conducted an ESP study located in Thailand. The participants of the study were 40 tourism employees in total who worked on five different tour companies located in Bangkok, Chiangmai, Phuket, Samui, and Pattaya. They were 22 males and 18 females with age range 24 to 46 who had been working there for 4 until 20 years. The data were collected through questionnaires (using Thai language to minimize the possible misunderstanding) concerning on English language needs, problem, and functions in the tourism context. As the result of the data interpretation, the tourism employees mostly faced the speaking and listening problems. The problems occurred such as the guests speak too fast, unable to pronounce the words and expressions correctly, being unable to understand the meaning and accents of foreigner guests, etc. From this study, Prachanant (2012) stated that even though this paper was not representing the whole needs of employees in tourist places in Thailand, however, tourism companies or government could use it as one of the guidelines for designing English language teaching syllabus to improve the English skills of the employees.
Following those researchers, especially Prachanant (2012) who desired to improve the English language skill for tourism employees in Thailand, as a country with lots of tourism destinations, Indonesia also needs to have that kind of needs analysis study. Borobudur temple is one of the famous tourist destinations in Indonesia, which is a good location to conduct needs analysis study especially for the merchandise sellers. With almost thousands of merchandise sellers who live their life by selling their commodities to not only local but also foreign tourists, it is assumed that the need of English is fairly high. It is presumed that the sellers need English mainly to build an active interaction with foreigners using appropriate English words or expressions. They might be able to attract the foreigners to buy their commodities if they are able to promote it using English during the conversation.

**THE STUDY**

**Method of the study**

This was a descriptive study aimed to explore the needs of English of merchandise sellers at Borobudur temple. The purpose of this study was to identify several kinds of English language functions that would be useful to the merchandise sellers to build a communication with foreigner tourists when they offer their commodities. This study was conducted descriptively and the data were collected through observations and interviews.

**Context of the study**

The study took place in Borobudur temple, a well-known tourism destination, which has been known as one of the Seven Wonders of the World located in Magelang, Central Java, Indonesia. Many groups of people such as merchandise vendors rely on its popularity to gain income. The inspiration of this study was the situation faced by the merchandise sellers
there. One of them was the problem about how to communicate using English especially when they promote their commodities to foreign tourists.

Participants

The subjects of this study were the merchandise sellers in Borobudur temple. There were nine sellers involved in this study. There were male and female sellers, age 25-50 years old who sold several kinds of merchandises such as clothes, miniatures of Borobudur temple, toys, etc. Those merchandise sellers were assumed to be the representative from other thousands of vendors there.

Instruments of Data Collection

The instruments of the research were observation and interview questions. This research attempted to apply the concept of necessities, lacks, and wants from Hutchinson & Waters (1987) through semi-structured or even unstructured interviews (Zacharias, 2013) in discovering the English language functions needs by the merchandise sellers. The interview questions and the observations explored what English language functions used by the sellers to promote their commodities to the tourists (in Indonesia or English if there is any). The reason for doing semi-structured or unstructured interviews was that both provided a richer data rather than conducting structured interviews. It also provided natural answers from the sellers and they felt less reluctant as if they were asked to fulfill questionnaires.

Data Collection Procedure

The observation focused on the activities of the merchandise sellers, especially when they promoted their commodities to the tourists. The lists of both Indonesia and English language expressions uttered by the seller were noted during the observations. The interview sessions were audio recorded to get data transcriptions to be analyzed. Both procedures were
conducted 7 times in total, until there were no more new language functions used by the sellers.

**Data Analysis Procedure**

The audio recording was transcribed using Ms. Word and Ms. Excel, then categorized into several language functions, using the model developed by Ek & Trim (1998). This model produced what kinds of language functions that were used during the data collection, and the language functions used by the sellers when offering their commodities, stating the price, giving information about the commodities, etc.

**FINDINGS AND DISCUSSION**

This section presents the data gathered during the observations and interviews in form of charts. Referring to the model by Ek & Trim (1998), the data was divided into two major discussions; language functions in interviews and language functions in observations.

**Language functions used in interviews**

Several language functions occurred within the interviews were conducted mostly in Bahasa Indonesia. It identified 24 kinds of language functions in total. The language functions were divided into 3 categories: 5 language functions with the highest percentage ranged from 8.50% - 16.72%, 14 language functions appeared in between, ranged from 1.06% - 5.60%, and 5 language functions with the lowest percentage, ranged from 0.71% all (see Figure 1).
During the interviews, the sellers were asked several questions related to their selling activities, items they offered, and how they attracted tourists to buy their commodities. There were five kinds of language functions; reporting / describing, answering question, seeking identification, identification, and asking for information, that appeared most frequently within the communications between the sellers and the tourists.
Reporting / describing

Reporting / describing was the most frequently used language function during the interviews. Reporting / describing, were used when they have to report facts or events the sellers had done before. The examples below were conversations I had with clothes & toys sellers. The conversation took place in front of the seller’s stall. We talked about the seller’s habit in selling her products to foreign tourist and mentioning the name of items she had.

Excerpt 1:

(N: Nikos the interviewer, S: Sulami the toys seller, A: Adil the clothes seller)

(Original transcript)

“N: Apalagi misalnya bu?”
“S: Yaapa, umpamanya dulu itu centong. Do you like rice? From rice? For rice.”

(Translated transcript)

“N: What else Ma’am?”
“S: For the example is rice ladle. Do you like rice (ladle)? From rice? For rice.”

Excerpt 2:

(Original transcript)

“N: Ini tadi kan yang dibeli bu, ini namanya apa tadi?”
“S: Otok-otok. Kalau disini ya bilangnyagitu aja.”

(Translated transcript)

“N: So, what is the name of the item that just bought by the tourist?”
“S: Otok-otok. In here, we just simply call it for that toy.”

Excerpt 3:

(Original transcript)

“N: Enggak nawarin yang misalnya kayak…”
“A: Enggak, kalo minat dia langsung tanya harga, kalo ga minat ga tanya harga biasanya.”

(Translated transcript)
“N: So you do not try to offer your commodities such as …”

“A: No, I do not. If the tourists are interested to my commodities they will always just ask the price. If they do not, they won’t ask anything.”

In the data above, the sellers were trying to use several English words, though Ms. Sulami was failed to describe her item, *rice ladle* correctly. The situation experienced by Ms. Sulami called lack (Hutchinson & Waters, 1987) of English vocabularies, especially in terms of items she had. Furthermore, another seller, Mr. Adil mentioned his reluctance to start a conversation with foreign tourists. Despite the small amount of vocabulary he knew, according to Paakki (2013), the reason of his reluctance might be caused by social embarrassment and frustration. As the result, he did not want to initiate a conversation.

*Answering question*

This language function was used when I and a key chain & miniature seller asked a yes / no type of question. I attempted to use English in the middle of interview session, pretended to be a foreign tourist, to ask about the products.

Excerpt 4:

(N: Nikos the interviewer, Y: Yuli the key chain & miniature seller)

(Interviews Transcript / 7/answering question)

(Original transcript)

“I: Do you make it?”

“S: No.”

“I: Just sell it?”

“S: Ya. Don’t make.”

Excerpt 5:

(Original transcript)

“N: Ahhh… Do you make it by yourself?”

“Y: No.”

Excerpt 6:

(Original transcript)
“N: This one is so big. Is this a stone? *The interviewer is grabbing a replica of Borobudur temple*”

“Y: Yeah. This one from stone, this one from wood, a Borobudur complete.”

In this attempt, Ms. Yuli tried to use several English expressions that she knew, even though those were only short statements. Khan (2007) stated that there are several characteristics, that influence the communication building such as spontaneous sub-skills in speaking, intelligible pronunciation, right choice of words, and little differences of those characteristics might not always mean the communication breakdown. Therefore, even if the English expressions uttered by Ms. Yuli were grammatically incomplete, if the information was delivered clearly, her statements were still understandable.

*Seeking identification*

The examples below were the conversations between I and Lita the clothes seller and Yuli the key chain & miniature. We were discussing about several kinds of products such as clothes, miniatures, and the prices also.

Excerpt 7:
(N: Nikos the interviewer, Y: Yuli the key chain & miniature seller, L: Lita the clothes seller)

(Original transcript)
“N: Apa itu namanya?”

“L: Ini kelelawar.”

(Translated transcript)
“N: What is that?”

“L: This is a bat-style-clothing.”

Excerpt 8:

(Original transcript)
“N: How much is this?”

“Y: One hundred thousand rupiah.”

Excerpt 9:
(Original transcript)

“N: This one? What is this?”

“Y: This one from wood, this bottle. “

According to the examples above, seeking identification occurred when there were tourists who asked the prices and material of the product. In Ms. Lita case, she had to answer questions regarding the kind of her clothes, the material, and the prices too. In Ms. Yuli case, since she sold various souvenir items, she had to master the name, materials, and the prices of the product.

Identification

This type of language function occurred when the sellers had to define something about their selling items. In this case, Yuli the key chain & miniature seller had to define the material and the prices of her products.

Excerpt 10:

(N: Nikos the interviewer, Y: Yuli the key chain & miniature seller)

(Original transcript)

“N: Oke deh. Sekarang misalnya kalau saya bule nih. How much is this? *the interviewer is asking about the price of the keychain*”

“Y: This one only ten thousands rupiah.”

(Translated transcript)

“N: Ok. Now, I’m going to pretend as a foreigner. How much is this?

“Y: This one only ten thousands rupiah.”

Excerpt 11:

(Original transcript)

“N: This one? * The interviewer is grabbing an ashtray*”

“Y: This one only seventy-five thousands.”

Excerpt 12:

(Original transcript)

“N: This one? What is this? *The interviewer is grabbing a replica of a ship*”
“Y: This one from wood, this bottle.”

**Asking for information**

Asking for information usually occurs in the conversation between sellers and buyers, when the buyers want more information about things that would like to buy. In this case, conversations happened between I and Lita the clothes seller.

Excerpt 13:
(N: Nikos the interviewer, L: Lita the clothes seller)

(Original transcript)
“N: Disini jualanya apa aja mbak selain ini pakaian?”
“L: Enggak ada pakaian aja.”

(Translated transcript)
“N: Is there any other products you sell here?”
“Y: No, I do not sell anything instead of clothes.”

Excerpt 14:

(Original transcript)
N: Masuk sini harus ini ya beli tiket ya?
L: Iya, harus tiket.

(Translated transcript)
“N: Should I buy a ticket to enter the temple?”
“Y: Yes, you should buy a ticket.”

Excerpt 15:

(Original transcript)
“N: Tiketnya berapa sih mbak?”
“L: Tiketnya Rp. 40.000.”

(Translated transcript)
“N: How much for the ticket?”
“L: The ticket is 40.000 rupiah.”
In this situation, she attempted to explain the price for the entry ticket, which was unrelated to her products. In the conversations above, it showed that Ms. Lita had to familiarize herself with not only her products, but her surroundings too. Some words such as “should”, “enter”, and “temple” which were unrelated to her selling activities might have to be used in this typical conversation too.

Language functions used in observations

During the observations, there were 12 kinds of language function used. It was then classified into 4 groups with highest percentage of language functions ranged from 8.62% - 14.65%, in between, ranged from 4.31% - 7.75%, and lowest percentage, ranged from 2.58% - 3.44% (see Figure 2).

Figure 2: Language functions percentage in observations
Within the observations, there were 4 major language functions; reporting / describing, attracting attention, answering question and identification occurred. Those language functions dominated most of the conversations happened during the observation process.

**Reporting / describing**

In the observations, the sellers were mostly reporting / describing their products to any tourists. This time, the reporting / describing activity were recorded within conversations between the seller and the local tourist. They were discussing about the prices and the materials of the products.

Excerpt 16:
(S: a mature female souvenir seller)

(Original transcript)


(Translated transcript)

“S: One hundred for three. Ya three. Thirty five thousand, thirty five ya. How much for you know less press, and this small twenty five, I will give discount ok, how much for you less press.”

Excerpt 17:

(Original transcript)


(Translated transcript)

“S: The prices are same. Pencil? The pencil is seven thousands and fifty hundreds rupiah each. The pen is fifty thousand rupiah each.”

Excerpt 18:

(Original transcript)


(Translated transcript)
“S: Yes, that is from pen. How many do you want?” How many pencils do you want? Or those necklaces? There are wooden necklaces too if you want.”

In this attempt, the souvenir seller had to report and described information about her products. According to the samples, the seller had to have a good fluency in saying various numbers and sizes, in order to define her products. When she could perform fluently in reporting or describing the products, the chance of tourists to buy would increase, since they were provided with a good speaking skill.

**Attracting attention**

These examples of this language functions were taken from conversations between a foreign tourist and postcard and key chain sellers. The conversations happened at the exit road of the Borobudur temple. The sellers tried to attract the foreign tourist to buy their products. The examples below are the English expressions expressed by the sellers.

Excerpt 19:

(P: a male postcard seller, K: a male keychain seller)

(Original transcript)

“K: Mister, this is fifty thousand all.”

Excerpt 20:

(Original transcript)

“P: Postcard ya ten, ten is cheap. One two.

Excerpt 21:

(Original transcript)

“P: The postcard nice, the postcard the quality ya oke sip.”

In that situation, the sellers attempted to express some English expressions they knew, such as the name of their products, the price, and tried to convince the tourist about the quality of their items. For this kind of situation, the sellers’ speaking fluency was needed to compete with other sellers. They had to be really convincing so the tourist would want to buy their products.
Answering question

During the observations, this language function occurred mostly in yes/no question and questions that required only short answers. The examples below are examples of the conversations between a female souvenir seller and tourists. They were talking about the prices and the name of the seller’s products.

Excerpt 22:
(S: a female souvenir seller, M: a male foreign tourist, F: a female foreign tourist)
(Original transcript)
“F: How much is this?”
“S: Twenty-five”

Excerpt 23:
(Original transcript)
“M: Ehem oke. What’s the name of the toy?”
“S: Apa? Hehehhe.otok.otok.”

Excerpt 24:
(Original transcript)
“F: And is it a game, oh toy from Indonesia?”
“S: Yes.”

In this interaction, there was no significant glitch experienced by the sellers that could cause a conversation breakdown. This happened because the sellers’ intention was to express those English expressions. Most of the sellers in that location able to use the language function for they had learnt it from their experiences encountering people from foreign countries.

Identification

In the observations, identification appeared mostly in questions that required long answers and elaborations from the sellers. The excerpts below are examples of the
conversations between a female souvenir seller and a local tourist. They were discussing about the prices and the name of the products.

Excerpt 25:
(F: a female local tourist, S: a female souvenir seller)

(Original transcript)
“F: Berapa itu bu?”


(Translated transcript)
“F: How much is that Ma’am?”

“S: Don’t stand too far, come in. This big item is one hundred for three and for the little one is one hundred for four. Don’t worry, you may get less prices. The bracelet is fifteen thousand for two. Which one do you want? This one is made from wood. This one is the same with that.”

Excerpt 26:

(Original transcript)
“S: Tak pasin aja, dua lima puluh. Ini berapa gelangnya biar ada yang jadi. Untuk pembukaan.”

“F: Baru pembukaan ya?”

(Translated transcript)
“S: I will give you a decent price, twenty five thousand rupiah. How many bracelets do you want to buy for that price? This is for the opening price.

“F: So it is for an opening price?”

Excerpt 27:

(Original transcript)
“F: Ini sepuluh ribu?”


(Translated transcript)
“F: This one is ten thousand rupiah right?”

“S: Yes. I have this kind also. The miniature of Borobudur is at the same price. The Island is also the same. I have the white one here. Here is the white one.”
In this attempt, the seller should know all the items she sold, because she had to identify those items and inform it clearly to the tourists. Speaking fluency was the main issue here. Her English fluency was highly required, because compared to sellers who spoke some English words, she could save tourists time and avoid misunderstanding about any information regarding to her products.

**CONCLUSION**

This study aims to analyze English language needs by merchandise sellers at Borobudur temple. Based on the results of the interviews and observations, there are at least 6 English language functions that should be mastered by the sellers in order to offer their commodities to the foreign tourists. There are also two other language aspects that should be mastered by the merchandise sellers; vocabulary and grammar. Initiating a conversation, might be easier if the merchandise sellers were well equipped with various words related to their items and understand the grammar. Although the sellers lack grammatical features such as “to be”, since the content of the conversations are not changed, the meanings are still understandable.

In order to acquire necessary English language functions and expressions, some sellers will have to have sufficient budget to take English courses. They may find difficulties to take suitable English courses to support their daily job and the condition of the sellers that are too tired to work every day for they might not have enough time to learn new English skills.

Regarding the current condition, in order to help the sellers to improve their language skills, conducting a free and suitable “Teaching English for Specific Purposes (TESP)” course in that place would be helpful. In developing the course material, the course developers or tutors can refer to the findings of English language needs analysis in this study. Course developers may arrange their teaching materials by evaluating the needs of language functions,
vocabulary words, and grammar of the sellers provided in this study. It would be better if the TESP course is in a form of voluntary action. This study is indeed in need of further research. However, this study limited in terms of each practicalities. In the field, there might be some days where the sellers may not find foreign tourists visiting their shops.
ACKNOWLEDGEMENTS

This part of writing is dedicated for those who have strengthened, supported and encouraged me during my thesis writing process. My first gratitude goes to my Lord Jesus Christ, the Almighty God, who never stop provide me with His blessing and strength for I can who am I today. Thank you also to my parents, who are always supporting me mentally and financially, for I can keep moving on my study.

To my supervisor, Prof. Dr. Gusti Astika, M.A., thank you for the guidance, time, and knowledge that have helped me to develop everything in my thesis. Thank you for providing me the good model of writing academically, the suggestions to improve my writing content and the revisions to repair my writing weaknesses. For my thesis examiner, Maria Christina Eko Setyarini, M.Hum., thank you for the contributions to proof-read my thesis for I can keep improving my writing.

To my dearest partners, Margaretha Sulistyowardani, Bobby Pratama, Sandy Bastari, Restu Pratama, Christian Bernard Nichols Djami, Sulistya Ayuningtyas, Bianca Putri Ganov all members from “Turut Berbahagia”, “Fourteeners”, and “Thesis Squad”, thank you for being my personal support systems throughout my thesis writing and my whole college life. Thank you for all the bittersweet memories.

Furthermore, for the very last, thank you to all the lectures and staffs of Faculty of Language and Arts UKSW for the education, experiences, intelligences, skills, that have built me to become a better individual. Thank you for everything and may the mercy of Lord Jesus Christ be with all of you, fulfill your life with grace and blessings.
REFERENCES


