



AN ANALYSIS OF ENGLISH LANGUAGE ACQUISITION AS A FOREIGN LANGUAGE ON VENDORS IN MANDALIKA BEACH LOMBOK

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Article History	Abstract
Submitted date: 2022-11-05 Accepted date: 2022-12-25 Published date: 2023-02-01	Language acquisition is a human process in acquiring the ability to understand the management of words for communication purposes. The pre-requisite abilities in language acquisition include syntax, phonetics, and a large vocabulary. Language acquisition is a field of macro linguistic study that combines education and linguistic while learning refers to formal situations. A foreign language is a language that is always learned in a context where member societies are not accustomed to using it. The acquisition of a foreign language is usually influenced by the individual's interest and/or plans for the future to utilize the acquired language and this foreign language is acquired after the first language to some degree. This study examines how vendors acquire English speaking competence and the barriers they face. The researchers used a qualitative research design with naturalistic inquiry in this study. The results found that both vendor acquired English as a foreign language proficiency by using diction, syntax, and phonetics. At the same time, some of the obstacles faced were difficulties in pronunciation, phonological speech, morphological and syntactic levels, and at the semantic level in compiling English sentences. All the obstacles faced by traders due to the influence of their mother tongue. The implications of the findings are discussed regarding teaching English as a foreign or second language among adult learners, both formal and non-formal tourism workers. Expected to pay more attention to how to pronounce and compose correct English sentences correctly.
Keywords: English Language, Acquisition, Foreign Language, vendors.	

Introduction

Language acquisition is the process by which humans acquire the ability to understand, generate, and use language for understanding and communication. This capacity involves various language-related abilities such as syntax, phonetics, and a large vocabulary. It is called the acquisition of language because of the process that occurs in the human brain when one acquires his first language or mother tongue (Chair, 2009). A foreign language is a language that is always learned for specific purposes such as working, traveling abroad, and studying in contexts where members of the public are not used to using it. Language acquisition is obtained after the first language and people choose it voluntarily because it is not a vital means of communication with other people living in their homeland or the country where they live. moving, but this choice is usually influenced by individual interests and or their plans in trying to use the language they have acquired.

According to Saville-Troike (2006), a foreign language is a language that is not widely used by language learners because it is only used for traveling, cross-cultural communication, or for looking for work and is an optional subject in schools that is not applied directly.

In addition, Rod Ellis (1997) states that mastering a language other than the first language or mother tongue is called mastering a foreign language, in other words mastering a foreign language can also be referred to as a third or fourth language.

In Indonesia, English is positioned as a foreign language because the community does not use it as a means of daily communication both at school and at home.. As stated by Gunderson (2009) that English as a foreign language or EFL (English as a Foreign Language) is usually studied in government where the community and schools do not use English. Every individual needs to learn at least one foreign language while maintaining the cultural values of their mother tongue to keep up with technology, improve communication and relations around the world and encourage international trade (Demirkan, 2008). This means that English is one of the most important foreign languages to master because it is a tool for communicating both orally and in writing and is one of the languages that can help us in all aspects of life such as trade, socio-culture, science. . education, entertainment and technology

From the description above, the purpose of this study is to get an in-depth and comprehensive picture of how vendors acquire competence in English as a foreign language and the obstacles they face in acquiring English as capital for tourism workers, especially vendors in Kuta. With regard to tourism, the role of English is very important in communicating between tourism workers and tourists as explained by Prabhu & Wani (2016: 6) saying there are three things that are very important for English skills by tourism workers namely promotion, placement, and personal brand. Therefore, the benefits of knowing a foreign language are too valuable to be underestimated.

Methodology

This research is a case study research and uses a purely qualitative approach. Therefore, researchers collect qualitative data to find out how vendors acquire English competence and what obstacles they face in acquiring English as a foreign language. The research data consists of data on the acquisition of English and data on the obstacles encountered in acquiring English. Sources of data are in the form of interview results, field notes, audio recordings, and personal comments,

To collect data from informants, the researchers used two kinds of device instruments, namely: 1) in-depth interview guidelines or guidelines. This is a short article that lists the information that needs to be gathered. Questions are usually generally requiring a long answer, not a yes or no answer; 2) recorder. Researchers used recorders, cell phones, and video cameras to record interview results and informant activities.

Various methods of data collection procedures can be carried out in qualitative research. This data collection method can be used independently, but can also be used by combining two or more methods, namely observations, interviews, documents, and audio-visual materials (Creswell, 2008). Observation to obtain data, the researchers used uncontrolled participatory observation without structured observation, the researchers positioned themselves as observers and was part of the community being studied. Then, in non-participant control observation, the researchers only act as an observer. What is observed is the atmosphere of the work environment and daily routine activities. Interviews In this study, interviews were conducted with 2 (two) informants who work as vendors using a cell phone recorder, and questions based on the focus and sub-focus of the research can then be developed according to conditions in the field repeatedly until the data is deemed sufficient and the main data to be explored in this research is the process of acquiring English as a foreign language and the problems it faces, In analyzing data from this study, the researchers used the Miles and Huberman (1992) design consisting of four activity steps, and these occurred simultaneously including data collection,

data presentation, data condensation, and drawing conclusions. /verify/. After the data is collected, data collection is carried out in the form of notes and records

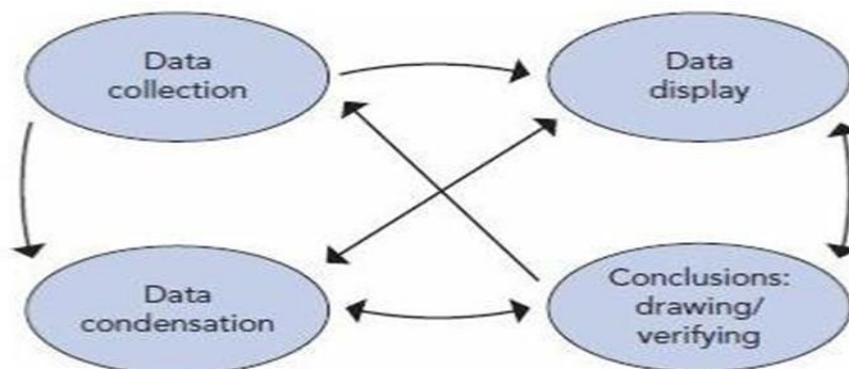


Figure 1. Equations in the case study data analysis technique

Finding and Discussion

Findings

Based on the findings gained by the researchers, the process of acquiring the English language of the vendors was found to be the first step. Observing, listening, practicing with native speakers or foreign tourists and choosing the right diction, phonetics, and syntax. Diction or word choice is one aspect that is mastered by vendors to gain the ability to speak English as a foreign language. In this stage, the vendors look for a diction that suits their needs, according to the situation and the place where the words are used, such as the Part of speech, group of words, use of language function, and daily expression. Some obstacles faced by the vendors in acquiring English as a foreign language were difficulties in pronouncing, phonological utterances, composing sentences, grammar, vocabulary in inappropriate use.

(a) Part of speech. At the stage of acquiring word groups, vendors use part of speech based on its form and function to compose good and correct sentences based on standard sentence patterns in an effort to improve their English skills. Some of these word classes; namely, Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions & Interjections. Vendors look for vocabulary related to the names of the goods they sell such as statues, masks, bracelets, earrings, and sarongs, the characteristics of these goods are good, smooth, and the price is expensive and cheap. and verbs such as good price, high price, may have look, please choose. Vendors memorize some subject pronouns, such as I, you, they, we, she, he, and it, and object pronouns: me, you, him, her, it, us, them, and possessive adjectives: my, your, his, hers, it our, their and possessive pronouns: mine, your, his, hers, its, ours, theirs and "Explaining reflexive pronouns, yourself, himself, himself, Plural: ourselves, you, themselves.

The language functions used by vendors are also related to their work such daily expressions requesting, "Can you move that case out of my way, please?" "Would you like to put that case on the reception desk, please?!" "Would you mind sending the whatsapp for me, please? Can you sit here/could you sit here, could you tell me your hotel/ your hotel please, can you tell me your hotel, may I pick you up, can I pick you up, will you eat spicy food of Lombok, can we go now, may I stop moment. can I call you in the morning, can I come with you? Inviting: Please come to the restaurant, please come and join us at the party, I need you coming this

evening at restaurant, let's come to my house. Apologizing: excuse me I am sorry, I do apologize I am really sorry never mind no worry, it's ok. Refusing: I am sorry I can't, we can't go now I am sorry I can't help you, I am sorry I can't drink Beer. Complaining: Look, I'm sorry to trouble you, but Excuse me, but there is a problem. I'm sorry to say this but.

(b) Phonetics. This phonetic is the second method used by vendors to improve English language skills. In general, the term phonetics is defined as a scientific study of language sounds from the point of speech or speech (parole), in other words, phonetics is one of the sciences that explains and explains how a sound can be produced by humans properly and correctly in acts of communication. (c) Syntax. The relationship between words or phrases or clauses or sentence structures with one is also one way for vendors to improve their English skills because basically vendors already know the type of part of speech of each word, and then group it into phrases. After meeting the final results of NP and VP, perfect sentences are formed, here are some results of interviews with vendors.

Vendors often mispronounce consonants, meaning that the vendor mispronounces consonants. This study found several problems in producing consonants [v], [f], [c], [b]. In phonological utterances, the word "Very" is pronounced /fery/ and "friends" is pronounced /prend/. In this case the pronunciation of consonants [v] and [f] are replaced [p] with consonants. The following are the obstacles in producing articulation of sounds or phonetics, and this can be seen from the word 'this' /ðis/ is pronounced /d/"dis" the word thin' [θɪn]' is pronounced, tin', the word' job' /dʒɒb/ is pronounced/job/.

Discussion

The process of acquiring the vendor's English language was found that the first step was observation, listening, and listening. Choose the right diction, phonetics, and syntax. The vendor here of course observes everything related to English around them, pays attention to foreign guests speaking English, and they try to pay attention to the pronunciation, vocabulary, or use of certain phrases in various contexts spoken by the foreign guests. Visual observations like this give them a better perception, so they become proficient faster and will help to add to their vocabulary in a fun way.

The next process is Listening is intellectual and emotional. With that process, people collect and integrate input, physical, emotional, and intellectual from others and try to capture the message and its meaning. The ability to listen actively is defined as an active understanding process to get information and the attitude of the speaker whose goal is to understand the conversation objectively. This is in line with the opinion (Vandergrift, 2009) that, when listening, people get a source of linguistic knowledge, pragmatic knowledge, and prior knowledge (experience). According to their view, the linguistic source is the fundamental one. It is represented by the semantic, phonological, and syntactic knowledge of the target language which helps the listener to give meaning to the speaking ability.

The acquisition of vocabulary and diction is the most important part of acquiring a second or foreign language, and vocabulary is the basis for speaking or conversational skills, the more words the learner knows, the more they can say and understand the things presented, both spoken and written foreign (Schmitt and McCarthy, 1997; Smith (2011)). Learners will experience very serious difficulties in communicating and will not even be able to communicate at all if they do not master adequate vocabulary, in other words, a lack of vocabulary knowledge can cause the difficulty of learners in acquire and producing language will be an obstacle for them to express their ideas in English (Smith, 2011) in contrast to the case with learners who do not master English grammar at all it is still possible to communicate if they have the sufficient vocabulary.

Vendors' use of part of speech in acquiring English as a foreign language refers to Jordan's (2015) theory which states that understanding the use of nine parts of speech is very important for language learners. When language acquirers speak, they begin to use the nine parts of speech

without realizing that they are choosing a dictionary to speak. The use of language functions chosen as diction affects the speaking skills of the vendors in solving problems, as well as preferably, ideas or ideas will be difficult to accept if the diction used is wrong on target or does not match the context of the speaker and listener. What is done by vendors is related to the theory put forward by White (1988: 313) explaining that diction is when a speaker or writer can express simple and complex ideas by choosing accurate and easy words, choosing a mode of expression, and explanation, appropriate for the person listening to it. From the results of the research above, the problem of producing consonants that affects the acquisition of phonology is very large, namely the regional language used by them, namely Sasak or mother tongue. This is related to the opinion of Wilkins (1980) who said that phonological errors occur due to differences in the mother tongue or first language system with the target language system and this problem usually occurs in the process of learning foreign languages. In this regard, Richards, et al., (2002:119) state that the occurrence of constructivist between two languages, for example sound or grammar and this is caused by interference of the first language or mother tongue, including transfer of speech or the formal form of the first language when they speak the second language.

Grammar is an important element in communication, especially in second or foreign languages, and without grammatical organization, language exchange is impaired. Furthermore, the finding of obstacles in composing sentences in speaking by vendors such as horse that, restaurant, these are forms of transfer from the first language or mother tongue to a foreign language or target language. As Lado (1957: 2) claims, "Every single person has a tendency to transfer forms" and meanings and to distribute those forms and meanings from their native language and culture into foreign languages and cultures." This definition of "transfer" means "to carry customs from the mother tongue into the second" (Corder, 1974: 158), Furthermore, based on Brown (1980: 148) said the contrastive analysis hypothesis assumes that the main obstacle to acquiring a foreign language is that interference from the first language or mother tongue to the second language system is unavoidable, and analysis of the scientific structure of two languages, namely the first language, suggest a comparison. a linguistic taxonomy between the two that will enable linguists to predict the difficulties students will encounter.

In another study conducted by Linarsih, A., Irwan, Dedi., Iqbal, and MRP, (2020) they examined the Interference of Indonesian Grammar Aspects in English An Evaluation to Maintain English Teacher EFL Learning The results of this study confirm the presence of interference patterns of Indonesian verbs in English. This is in accordance with the empirical evidence reported by previous researchers in this field, the results of this study prove the occurrence of disruption of Indonesian verb patterns in English or foreign languages. This is supported by some empirical evidence reported by previous researchers in the field of foreign language acquisition. This study proves that ESL learning is disrupted by Indonesian. Disturbances occur in four types of English subjects - verb agreement patterns. These findings support the results reported by (McMartin-Miller 2014), (Amin (2017), and (Gass and Selinker 2001).

About linguistics, Ellis (1994) suggests that the high frequency of errors in the target language is because, in both languages, both the first language and the second language have different linguistic structures so interference occurs in the first language in the second language or target language. Furthermore, Gao (2013) from the results of his research explained that students who experience difficulties when touching in their foreign language use the characteristics of their mother tongue to replace these difficulties in the target language. some empirical evidence of impairment in English, from German and Italian (Forsyth, 2014), Chinese (Guo, Liu, & Chen, 2014), Russian (Galkina and Radyuk, 2019), Arabic (Sabbah, 2015), and Turkey (Erarslan and Hol, 2014).

Conclusion

Based from the results of the analysis and discussion of the data, the researcher concludes the mastery of English as a foreign language trader, it can be concluded that vendors obtain English as a foreign language, through direct observation, listening both through English speaking foreign guests and with people around him who are conversing with native speakers, then choose diction using part of speech word groups and language function, they ask the meaning after the meaning of the known vocabulary is tried to be practiced both with friends in the work environment and with foreign native speaker.

While the obstacles faced by mispronouncing consonants, meaning that vendors mispronounced consonants [v], [f], [c], [b]. In phonological speech, the word "very" is pronounced /feri/ and "friend" is pronounced /prend/, in this case, the pronunciation of consonants [v] and [f] is replaced by [p]. and problems in producing articulation of sounds or phonetics and this can be seen from the word 'dis' is pronounced /d/ "dis" the word 'thin' [θin] is pronounced /tin/, the word 'job' /dʒɒb/ pronounced /jobs/ and this is caused by phonological errors occur due to differences in the mother tongue or first language system with the target language system and this problem usually occur in the process of learning foreign languages. The high frequency of errors in the target language happens due to the fact that the first and second languages have different linguistic structures.

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Q to Prof David: How can a book of literature work change society life, if the book of it is banned by government in the country? As far as you know, for how long does it take and what the factors do influence the process of society change?

Sawah baru is a compound word or phrase?