

**ENGLISH SPEAKING SKILLS ACQUISITION
OF TEENAGERS IN SABANG**

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2021 M/ 1442 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

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It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfilment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On

Friday, 16 July 2021
6 Zulhijah 1442

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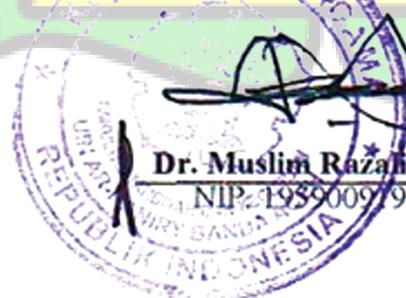


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English Speaking Skills Acquisition of Teenagers in Sabang

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the name of Allah the most Gracious the most Merciful)

All praises to Allah SWT, the most merciful and almighty, who creates the world to the all mankind. The researcher is able to accomplish this thesis because Allah SWT has always blessed her in process of writing this thesis and guiding her in facing this life. Moreover, Peace and blessings be upon the beloved Prophet Muhammad SAW, and His companions, who guided humankind from ignorance to the straight path and established Islam as a way of life.

This achievement, however, would not have been possible without the help, guidance, advice, and positive reinforcement of individuals and institutions. It is an appropriate time for the researcher to express her sincere appreciation to her supervisors Syarifah Dahliana, M. Ag., M. Ed., Ph. D. and Azizah, M. Pd. for guiding researcher during process of this research. Also, countless appreciate to all of English education lecturers and staff that have educated, motivated, and encouraged researcher as a student at Department of English Education, UIN Ar-Raniry.

This unfinished journey would not run without loves, prayers and supports of family. To researcher's beloved father Rinardi Nurdin and her beloved mother Leni Liana who do not know the word "give up" to keep fighting for their children's

happiness and health, researcher thanks for everything that her parents have done to her. Thanks for all loves, supports, motivations, *du'a*, and also their times which she cannot repay it with anything else. Researcher's gratitude is also attended to all her siblings and to all big families especially for her beloved aunty Yenni Yendriani who is doing research too. This accomplishment would be impossible without all their supports and prayers.

Furthermore, this thesis would not be accomplished without helps of all participants. The appreciation is addressed to them who totally spent their times and energies to help researcher in accomplishing this successful thesis. This appreciation is also delivered to all friends who have beautiful souls. They have accompanied her for up and down situations in doing this study and have given much unforgettable memories. Thanks to all friends of PBI students, unit 2, Tim hayuk, Galgadot, and Hulwa. They are all her best friends who always support her in doing thesis. Thanks for coming to her life.

Banda Aceh, 7th July 2021

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ABSTRACT

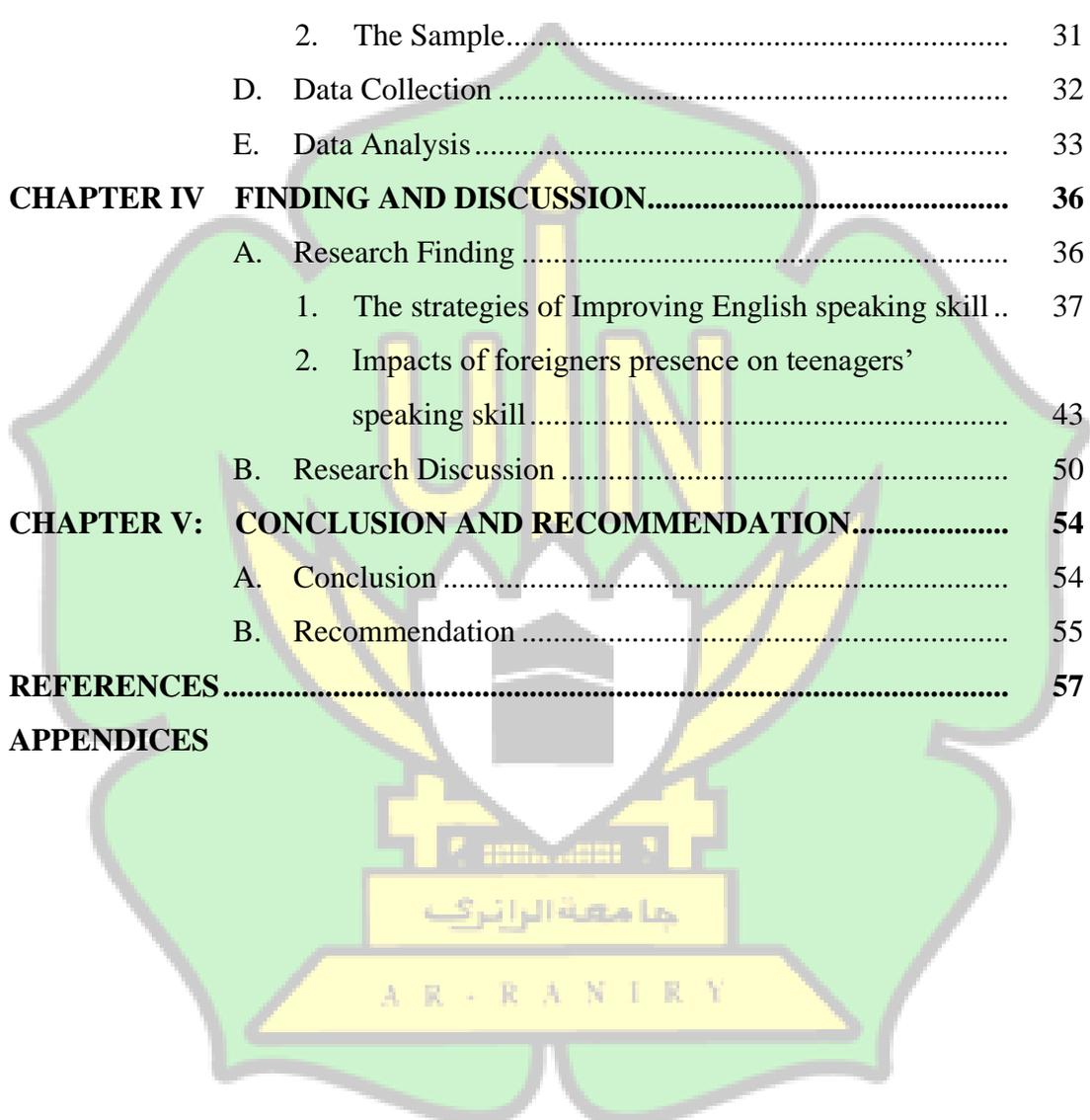
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Keywords : English Speaking Skill; Teenagers; Foreigner.

This research attempts to figure out the strategies of teenagers in Sabang improve their English speaking skill and to find out the impacts of foreigner presence in Sabang on teenagers' speaking skill. The study employs qualitative research method. The researcher utilizes in-depth interview to collect the data and selects 5 teenagers in Sabang as the participants in this study. Those 5 teenagers can speak English language and live in Sabang. This study is located in Sabang as one of tourism regions in Indonesia. The result shows that there are several strategies of teenagers to improve English speaking skills. Those strategies include; motivate self by having particular goals, optimalize learning at school, self-learning, take English course, interact with the foreigners, and practice English with friends and family. Furthermore, researcher also finds some impacts of foreigner presence in Sabang to influence teenagers for improving their English speaking skills. Those impacts are; have a wide-range opportunity to practice English with foreigner, develop their vocabularies, and improve English speaking skill. In conclusion, each teenager has their own strategies to improve their English speaking skills and foreigner presence in Sabang has influenced and supported them in enhancing their English speaking skills after interacting with foreigners.

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CHAPTER I INTRODUCTION

This chapter describes background of the study, research question, the aim of the study, the significance of the study and it is followed by the terminology.

A. Background of Study

English is rapidly taking on the role of world language, and no other language has spread so extensively around the globe, making English a truly international language. English has become one of the most essential academic and professional tools in its position as a global language. English is continuously accepted by the international community as, undeniably, the most important language to understand. That is a truth which seems to be permanent (Genç & Bada, 2010).

Learning the English language has four competencies that should be mastered; there are: listening, speaking, reading, and writing. Moreover, the English language also has two elements that can support the development of its four competencies: vocabulary and grammar. In reality or daily interaction, speaking skill is very important. Speaking is the communicative competence that relates to oral communication.

Speaking is the essential skill in getting communication; English learners can communicate with others to achieve specific objectives or to express their opinions,

intentions, hopes and points of view (Torky, 2014). Speaking is also a skill which includes bringing together a message, conveying the news, and communicating with others. Speaking requires high-performance skills and an intellectual process, as has been said before. First, the student thinks about the topic he or she wants to talk about through the target language and creates sentences with grammar and words that the listener understands. He later speaks with pronunciation and tone to be clear and understandable (Sağlam & Arslan, 2018).

Actually, the English language is one of the necessary subjects that must be learned in Indonesia. Students have been learned the English language in junior and senior high school. So, they learn English for six-year. English speaking skills can be learned at school and also in the environment. Learning English at school contributes to teachers' instruction in guiding students to improve students' speaking skills. Meanwhile, in the environment, learners are voluntary learners who study English independently by observing and interacting with other people. According to Leong & Ahmadi (2017), English learners who have higher motivation and lower anxiety can speak efficiently and effectively. Thus, students should have a friendly and cooperative environment to overwhelm their vocal performance. Thus, it can be interpreted that English learners can quickly acquire English while being in a pleasant and supportive environment to practice their English skills quickly.

The difference between learning English at school and the environment, especially in improving speaking skills, is appeared in the situation and learning style (Folkestad, 2006). The situation is talking about where learning occurs. The situation

at school is a place that sets a formal education by following the curriculum in Indonesia, and English is one of the essential subjects that must be learned. In other, the environment's situation is more flexible in learning English where they can learn English in many places without following the set of curriculum. The second difference between learning English at school and the environment is learning style; learners at school must follow teaching-learning activities by paying attention to teachers' instruction. Meanwhile, in the environment, learners improve their speaking skills by themselves or, in other words, it is called voluntary learning. They learn English without the instructor or teacher.

Supporting environment has influenced English learners in improving their speaking skill. Some places in Indonesia give chances for people in getting communication with a foreigner because these places are called as tourism places. For instance: Bali, Lombok, Sabang, and so on. Many tourists are having travelling to those places. One of the supporting places as the tourism places is Sabang. Sabang is an island in Aceh that became a popular place for tourist. Indeed they speak the English language as an international language to interact with local people in Sabang. In this research, the researcher focuses on speaking skills acquisition among teenagers in Sabang.

Sabang as a tourism place has many impacts on teenagers because they get used to meet the tourist who speaks in the English language. Teenagers in Sabang have often listened to tourist's conversations in English language and also interact with them, such as asking for direction or questioning what they want to know about

Sabang. So eventually the teenagers practice speaking English and get interaction with foreigner in English language.

Teenagers in Indonesia have been learned the English language at school for six years. But not all teenagers are having an interest in mastering those for skills in English. Only a few of them want to improve their English skill. Some of them have less motivation, and some of them have higher motivation for improving their English skill. The learning experiences of teenagers not only can be comprehended at school, supporting environment have been influenced them in acquiring English. Although teenagers can develop English at school or environment, not all teenagers can speak English.

Indeed, this study focuses on the teenagers as participants who have the English Speaking Skill; it appears the age range is essential when the English students acquired the language. In the teenager time, they would try to make a fruitful friendship and contact with surrounding people. Teenagers have more experience in getting socialization and interacting with people. As tourism places, Sabang has been an exciting topic because some teenagers in Sabang often have interaction with the tourists as foreigners. In this research, the researcher wants to identify how teenagers in Sabang acquired the English speaking skill.

B. Research Question

Based on the previous explanation, this research focuses on two research questions:

1. How do the teenagers in Sabang improve their English speaking skill?
2. What are the impacts of foreigner presence in Sabang on teenagers' speaking skill?

C. The Aims of the Study

The aims of this study are:

1. To figure it out the strategies of teenagers in Sabang improve their English speaking skill.
2. To find out the impacts of foreigner presence in Sabang on teenagers' speaking skill.

D. Significance of Study

There are some significances of this study. This study is expected to provide information for teachers and students in teaching and learning English. The teacher may use the information in this study as viewpoints for guiding students in improving English speaking skill by several strategies. This research also can be used as the reference for learning English speaking skill and to attract the students' interest and understanding in language learning.

Teenagers, as English learners, will recognize there are various strategies to improve their English speaking skills. They will recognize that improving English speaking skill is no limited place or situation. It means school is not the only place that influences learners in improving their speaking skill.

Finally, this research is expected to give information, model, or reference to be developed for further studies, the researcher hopes that other researchers evaluate, revise, reconstruct, or modify this study and write further studies with similar topic for other levels and objectives.

E. Terminology

To clarify the key terms used in the study, definitions of terminologies related to this study are provided below:

1. Speaking Skill Acquisition

According to Bygate (2012), speaking skill is one of the productive powers that produce the language in oral or spoken production. The study of speaking is properly an interdisciplinary undertaking. It involves understanding and developing the psycholinguistic and interpersonal factors of speech production, the forms, meanings, and processes involved. Speaking skills are typically used to represent the language. Speaking ability is used to communicate and dialogue directly in the form of speaking.

Troike (2006) stated that language acquisition is the process of expanding the ability to understand a language and communicate with others. It is the process of acquiring language that can be a conscious process or subconscious process. The conscious process seems to learn something in all known the process at some time. On the other hand, the unconscious process is where the learners learn the language without being aware of it. The potential of Second Language Acquisition involves informal L2 learning that takes place in a real context and formal L2 education that takes place in classrooms, and L2 learning consists of a combination of these settings and situations.

Second language acquisition refers to the process of studying another language after learning a native language (Gass, & Selinker, 2008). Furthermore, Ellis (2015) also stated that second language acquisition is a dynamic process, much more challenging in many respects than first language acquisition since there are more numerous factors involved. In this study, the meaning of second language acquisition is similarly with those definitions. English is the language that is discussed in this study, and the most prominent skill of English language skills is speaking. So, speaking skill acquisition is how speaking skills can be acquired conscious or unconscious processes.

2. Teenagers

Teenager is turbulent period of human life because it is like a human being's transformation, as puberty faces severe challenges in dealing with the multiple shifts in physical, psychological, social, and emotional changes caused by hormonal changes and formed by the setting (Shikha, 2015). The stages of teenagers mark the transition from childhood to adulthood. According the World Health Organization as cited in Mihalyi (2021), an adolescent is a person who is between the ages of 10 and 19. This age group falls within the WHO's definition of young people, which includes those aged 10 to 24. Development in fundamental cognitive processes involves the teenager's social networks, moral judgment, and prepares teenagers to face the challenges of the learning environment ("Cognitive development," 2015).

According to Bastable and Dart (2014), adolescents or teenagers' range age is between 12 and 19. The stage of teenagers marks the transition from childhood to adulthood. As Maier (2011) observed that a lot of crucial changes occur in young people's lives. They start to leave childhood life to grow up toward the adult world. In teenager time, they will try to socialize with people to make a good relationship and interaction.

In the teenage years, critical thinking appears when they drive their lives; they have known about the concepts of this life and what is happening. This kind of process makes them learn how to overcome some challenges in their lives and learn

new things through social interactions. In this study, the teenager refers to a person aged between 12 to 19 years who can speak English and have lived in Sabang.



CHAPTER II LITERATURE REVIEW

A. Second Language Acquisition

1. Definition of Second Language Acquisition

Second Language Acquisition refers both to the study of individuals and groups who acquire a language after acquiring their first language as young children and to the process of learning the language (Saville-Troike, 2012). The language acquired after the first language is called Second Language Acquisition, and it could be more than one language. The learner who learned the second language as the target language could be acquired in formal or informal education, and also can be both of them.

There are differences between second language and foreign-language. A second language is usually an official or socially dominant language, such as for education, employment, and other necessary purposes (Troike, 2006). According to Punchiehetti (2013), a second language is a language that is better mastered by a learner after his first language. Meanwhile, Troike stated that foreign language is not commonly used in the immediate social context of learners, which may be used in potential travel circumstances or other cross-cultural contact situations, or learned as a curricular requirement or elective in education, but without any immediate or practical use.

2. Stages of Second Language Acquisition

Second language acquisition uses the same innate processes that, despite their age, are used to learn the first language from the first days of exposure to the target language (Bashir, Azeem, Dogar, 2011). There are several stages which are similar while people acquired their first language. Those stages are not affected by age, but the process of acquired language depends on the learners. In this study, the English Language has been the target language of Second Language Acquisition. Therefore, these stages would elaborate on the natural process of Second Language Acquisition (Bashir et al., 2011).

According to Haynes (2007), there are five stages of language acquisition. The five stages of second language acquisition consist of pre-production, early production, speech emergence, intermediate fluency, and advance fluency.

a. Pre-production

Haynes (2007) explains pre-production as the time of silence period. Beginners are just listening, but not talk. English language learners may have several words in their receptive vocabulary, but they have not yet spoken. Some learners will only be able to remember what someone says. They don't really produce language still they're imitating. Learners can repeat gestures and movements to display understanding. Teachers should concentrate their attention on listening to understanding events and developing a receptive

vocabulary because English language learners would need a lot of English repetition word at this stage (Bashir et al., 2011).

b. Early production

During this stage, students can usually speak in one- or two-word phrases and also they may use short language chunks that have been memorized, but these chunks may not always be used correctly (Haynes, 2007). Learner listens more to their talkative friends and improves their vocabulary (Bashir et al., 2011).

c. Speech emergence

At this stage, students have a strong vocabulary of words and use basic phrases and phrases to communicate with others (Bashir et al., 2011). Students may ask basic questions, which may be grammatically correct or incorrect and they are seeking to start brief discussions with peers, they also have the ability to read and understand simple stories (Bashir et al., 2011) .

d. Intermediate fluency

At the intermediate fluency level, English language learners are able to use more nuanced phrases in speech and writing to express their ideas and share their feelings (Haynes, 2007). Bashir et al., (2011) describes in this stage, student will ask questions to make clear what they are learning in the classroom. An apprentice will work with others support to learners. Understanding of the

contents of all the subjects is improving. Students are capable of using various techniques in English for learning content. Teachers need to focus on learning techniques. Students can understand more complex concepts at this process (Bashir et al., 2011).

e. Advanced Fluency

According to Haynes (2007), students will be near-native in their capacity to perform in the subject area it's studying in this stage. Students in reading and speaking required continuous help from classroom.

3. English Speaking Skill Acquisition

English speaking skill acquisition is a process whose outcome depends on a wide variety of factors, including the source of the target language and the learners' strategies in handling those sources (Ha & Anh, 2016). Ellis (1991) elaborates that the learning process may take place in a "natural" environment through conversations with native speakers, or it can be under guidance that tutor by teacher and provide some facilities that can support learning such as textbook, videos, the internet, etc. In either case, the process of obtaining language acquisition can be happened when the input language is of a higher level that of the language learners as learners could learn meaning before requiring the structures of the language.

According to Troike (2006), Speaking is a quite essential component of interaction for Second language learners if they use language for interpersonal purposes, whether it is mainly social or instrumental. Troike also states that speaking skills included in bottom-up processes for speech production requires sufficient vocabulary, pronunciation features, grammar patterns that express the expected interpretation and comprehension of discourse systems that provide continuity and coherence within a dialogue or other spoken communicative occurrence. At the same time, the top-down processes involved in speech production include content knowledge of a topic, cultural knowledge that informs property determination and provides a macro-social context for expression, and knowledge of the micro-social context such as the significance of the immediate communicative behavior, the position of the speaker and the relationship with addressees, and the state of appropriateness.

4. The Factors of Second Language Acquisition

The factors of Second Language Acquisition influence the learner in the process of acquiring the target language. These factors could support learners their success of master L2. According to Lightbown and Spada (2017), there are two aspects of these factors, the internal factor and the external one. Those are:

a. Internal Factors

1) Age

Age is one of factor that influences learners in acquiring second language. There has been a lot of controversy about if the age at which someone is first exposed to an Second Language, classroom or naturalistic, in some way influences the acquisition of the language, children and adults in SLA can feel freer to posit something similar to an L1 = L2 model, to the same mechanisms and acquisition processes at work regardless of learner age, and/or accomplish much the same in SLA (Freeman & Long, 2001). In the other hand, it is widely accepted that kids are better than adults at language learning, the proof that confirms this assumption is only provided by research performed in naturalistic learning environments (Khasinah, 2014). According to the critical period hypothesis first put forth for the learning of the mother tongue, the process of language development must be finished before puberty, as it is proposed that language should be completely formed before then (Gürsoy, 2011).

2) Motivation

Motivation has been influenced learners in acquiring Second Language Acquisition. According to Ellis (1985) as cited in Khasinah (2014), this factor could be come from two types of motivation. Those are:

- a) *Integrative motivation*: this type appears when learners get interest in studying the language because they want to know about the culture and the social life

of the target language. So, they want to be able to communicate with native language by using that language.

- b) *Instrumental motivation*: this second type is different with the first one. In this type the learners get motivation in studying the target language because they have the goals in their life that they want to accomplish. The learners need that target language to achieve the goals. For instance, they are looking for jobs that require them to speak the language or be able in many aspects in the target language.

3) Attitude

Attitudes have a significant but indirect effect on SLA. It is not easy to decide, as is the case for other factors, whether optimistic attitudes produce great learning or successful learning. Effective learning produces optimistic behaviors, or whether they are influenced by other factors. While the study cannot conclude that positive attitudes are effective in learning, there is sufficient evidence that positive attitudes are correlated with a desire to pursue studying (Lightbown & Spada, 2017).

4) Cognitive

In general, it appears like students with higher cognitive skills (intelligence) can make faster progress. Some linguists claim that there is a particular, inherent language learning capacity that is greater in some students than in others.

5) Aptitude

Attitudinal factors relevant to the learning of the second language would be those that perform one or both of these functions (Krashen, 1981). First of all, they would be variables that promote consumption. They are essentially influences that allow people to engage with target language speakers and thus receive the feedback or intake needed for language acquisition. Second, those which encourage the performer to use the language heard for acquisition would be attitudinal factors related to acquisition. It is important to actually listen to a second language of comprehension, but it is not appropriate for acquisition to take place.

6) Experiences

Learners who have gained general knowledge and expertise are in a better role than others who have not developed a new vocabulary. For example, a student that has already lived in 3 different countries and has been exposed to different languages and cultures has a better basis for studying a different language than a student who has not had those experiences.

b. External factors

Beside internal factors, external factors also influence learners in Second Language Acquisition. Those are (Ernesto, 2010):

1) Curriculum

In particular, it is critical for ESL students that the entirety of their educational experience is suitable for their needs. If students are completely enrolled in the standard curriculum without any external assistance or on the other hand, are not permitted to be part of the norm until they have achieved a certain standard of language skills, language instruction is less likely to position them.

2) Instruction

Clearly, some language teachers are better off than others in ensuring appropriate and meaningful learning experience for students in their classes. There will be faster success for these students. In second language cases, the same happens to conventional teachers. For example, the science teacher, who understands that she is also responsible for the English language development of the students and makes such accommodations, will contribute to their linguistic development.

3) Culture and Status

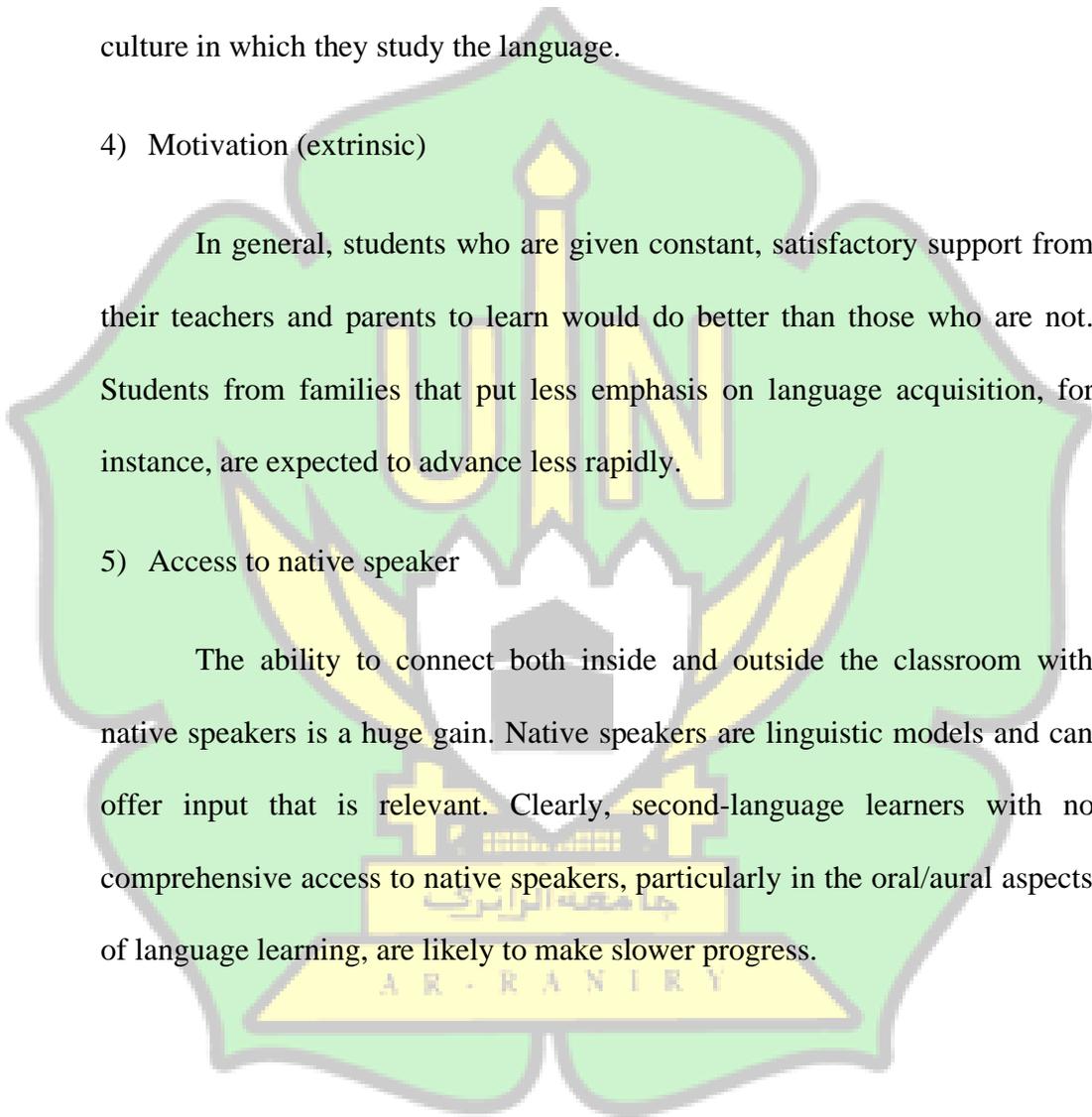
There is some proof that students make slower progress in circumstances where their own society has a lower status than that of the culture in which they study the language.

4) Motivation (extrinsic)

In general, students who are given constant, satisfactory support from their teachers and parents to learn would do better than those who are not. Students from families that put less emphasis on language acquisition, for instance, are expected to advance less rapidly.

5) Access to native speaker

The ability to connect both inside and outside the classroom with native speakers is a huge gain. Native speakers are linguistic models and can offer input that is relevant. Clearly, second-language learners with no comprehensive access to native speakers, particularly in the oral/aural aspects of language learning, are likely to make slower progress.



B. English Speaking Skill

1. Definition of Speaking

Brown (1994) and Burns and Joyce (1997), as cited in Leong and Ahmadi (2017), defined speaking as an interactive process of making meaning and includes producing, receiving, and processing information. Speaking is defined as an interactive meaning-building process that includes the creation, reception and processing of information (Torky, 2014). Furthermore, speaking is a way of expressing or talking to others about thoughts, beliefs, opinions, and describes or receiving an answer or way of communicating a message to help others understand their desires (Nurkhalis, 2018).

From those theories, it can be concluded that speaking skill is one of productive skill that appropriately can express the idea or thought and convey the meaning of the message in oral communication.

Language learners need to understand that three areas of knowledge are involved in speaking (Bashir et al., 2011):

- a. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- b. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

- c. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

2. *The importance of Speaking*

According to Leong and Ahmadi (2017), speaking is the first skill foundation that humans set up before they know how to read and write in daily interactions that humans often use. Every person needs to speak for delivering their idea or opinion or discussing something, express their thoughts, or say something (Sağlam & Arslan, 2018).

Furthermore, these are some importance of speaking skill (Leong & Ahmadi, 2017):

- a. Speaking becomes important for humans' capability in conversation, formal or informal. Speaking has significant components that humans' need, those are pronunciation, grammar, vocabulary, fluency, and comprehension.
- b. Speaking is indicated with the integration of the other language skills. Speaking supports learners improve their vocabulary and grammar skills, and then strengthen their writing skills.
- c. Speaking skill is also useful outside the classroom. English speakers have more chances to find employment in various organizations and companies.

Indeed, speaking skill is very importance in daily activities of human. Speaking can help people in enhancing the successful of human being. People use speaking skill in many situations. For example: people in their professions, researchers employed either in a medical laboratory or in a language laboratory, are required to speak properly and clearly in order to interact well with each other (Qureshi, 2008). By speaking skill, people can face the misunderstanding or problem when the conversation is occurred.

3. The difficulties of Speaking

Speaking skills in a second language or a foreign language is a challenge for learners because speaking a foreign language which is not only limited to an understanding theory such as learning grammar. Speaking skill is known as verbal communication that is implemented directly, so it also considers some critical aspects of acquiring speaking skill. Therefore the use of English in a real context must be considered.

Speaking difficulties are some of the challenges that cause someone unable to speak. These difficulties can become barriers for individuals to learn and improve their ability to communicate. The reasons that students have trouble speaking are poor of grammar, vocabulary, and pronunciation (Fitriani, Apriliaswati, & Wardah, 2015). Those difficulties are named as linguistic problems.

Khan (2005) as cited in Fitriani et al. (2015) claims that there some difficulties problems in speaking skill:

a. Linguistic problem

Linguistics problems are the problems that make students' ability to speak poor, there are some linguistic difficulties that influence anyone speaking, such as weak grammar, loss of vocabulary and pronunciation (Fitriani et al., 2015). According to Richards (2008), there are some common difficulties for learners while speaking. Those are; lack of vocabulary needed to talk, poor in grammar, poor in pronunciation.

b. Psychological problems

One of the main issues impacting the English-speaking practice of L2 learners is certainly a psychological problem. Psychology is a theory or study of the cognitive processes and behavior of humans and other species in their encounters with the environment. Psychological problems are problems that also conflict with mental or physical health. These psychological issues can have a negative impact on learners' speaking performance (Fitriani et al., 2015).

c. Lack of Self-confidence

Confidence is a vital thing when learners speak in front of people. Low confident can have real consequences in the context of language learning (Younes & Albalawi, 2016). Lack of self-confidence can be described as a group of various things, such as guilt, shy inwardness, unreasonable standards of perfection, a false sense of humility, fear of change or mistake, depression, etc. Lack of self-confidence brings learners in unbelievable to their ability. They think they are not capable enough to be a right English Speaker. This lack of self-confidence is now becoming a necessary concern impacting student speaking performance.

d. Anxiety

According to Habiburrahim, Risdaneva, Putri, Dahliana, and Muluk (2020), anxiety is a term used to describe unpleasant feelings that affect people's emotions and psychologically leads to negative perceptions, worry, uneasiness, and low self-confidence. Habiburrahim et al. (2020) also states that there are numerous factors that contribute to students' anxiety in English-speaking classrooms. Students' hesitancy to actively participate in the teaching-learning process could be attributed to two primary factors which include:

1) Personal Self

This factor contains of personality traits, low self-confidence, and lack of competency. Students become apprehensive when they have to communicate in the target language for all of these reasons.

- a. **Personality traits.** One issue that appears to restrict students' engagement in English-speaking classrooms is their personality. When pupils have to communicate or share their thoughts with peers, they experience uncomfortable feelings as a result of this condition.
 - b. **Low self-confidence.** The lack of confidence among students is one of the most common causes of anxiety. Because of their unfavorable feelings about their own competence, these students choose to be passive in class.
 - c. **Lack of competency.** Because of their limited English vocabulary, individuals struggle to express thoughts in English, which limits their fluency and makes it difficult for them to deliver the message effectively.
- 2) The classroom activities
- a. **Spontaneous speaking and performance.** It appears that students' lack of preparation in spontaneous speaking or performance causes anxiety since they have limited time to appropriately construct English phrases; as a result, they are unsure that they can convey their thoughts or state their mind accurately in English sentences.

b. *Direct feedback of the mistakes.* The teacher's interruption to immediately correct the students' errors in uttering English words and expressions may have an impact on the students' self-confidence. Therefore, students become embarrassed because their errors are noticed by their classmates, and they also become the center of attention as a consequence of their faults.

Indeed, the process of acquiring second language is not as easy as the first language. There are some differences between two language have become the challenge for the learners. English as second language has four skill that must be mastered by English learners. One of them is speaking skill and acquiring English speaking skill has their own difficulties during acquiring process. The difficulties consist of logistic problem, psychological problems, lack of Self-confidence, and anxiety. Those difficulties can be occurred from some learners who learn speaking skill as second language.

C. Teen learners

1. *Definition of Teenager*

Adolescence illustrates the teenage years between 10 and 19. As marked by Maier (2011), in this time a lot of crucial changes occur in young people's life. They start to leave childhood life to grow up toward adult world. This is a time of physical, emotional and moral development. First characteristic feature of

adolescence is physical change. Maier added that teenagers experience growth spurts which relate to the rapid skeletal enlargement, muscle and brain development, along with sexual and hormonal maturity. As Maier also stated that in teenage time, they will try to socialize with people around to make a good relationship and interaction. It is absolutely different when childhood time, kids treat their parents as role model and only get interaction with their family or relatives.

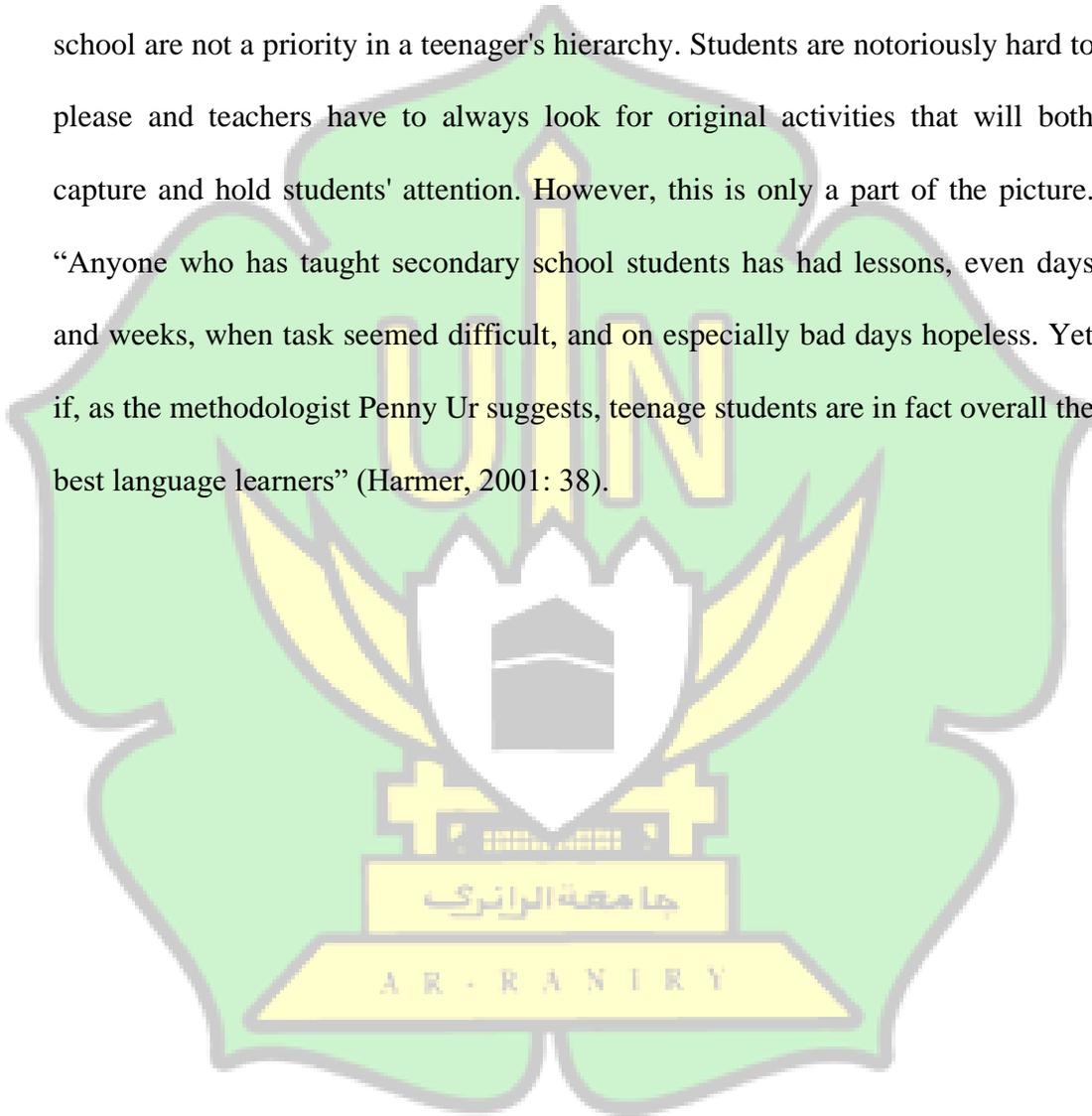
In teenager time, they will see another side of this world that will show them how to interact with each other. On the other hand, Moon, Butcher, and Bird (2000) states that the learners are not so interested in language at the age of 11-12 and upward. The thought and actions of adolescents are largely affected by their peers.

2. Teenagers as the learners of English language

Because of some factors that go along with teenager, learning English language has become the process in their life. As noticed by Ur (1996), as cited in Lesiak (2015), Teenagers are known to be the most difficult learners. Although their ability is greater than young children, they tend to have a lack of motivation, are less effective in encouraging teachers and are not easily supervised. It takes a long time for teachers to earn their trust and respect. Lesiak states that most of the adolescents do not want to familiarize with the tutor in order to not be seen by the peer-group as a teachers favorite student. Lesiak argued that adolescent learners

are keen on participating in making decisions which are closely related to the lessons material and the learning program.

According to Lesiak (2015), English lessons as well as other subjects in school are not a priority in a teenager's hierarchy. Students are notoriously hard to please and teachers have to always look for original activities that will both capture and hold students' attention. However, this is only a part of the picture. “Anyone who has taught secondary school students has had lessons, even days and weeks, when task seemed difficult, and on especially bad days hopeless. Yet if, as the methodologist Penny Ur suggests, teenage students are in fact overall the best language learners” (Harmer, 2001: 38).



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research method in this study. It covers discussion about research design, research participant, data collection, and data analysis.

A. Research Design

The methodology that will be implemented in this research is a qualitative method. Qualitative research is concerned about the descriptive of social phenomena that people attach their thoughts and experiences (Corbin & Strauss, 2008, as cited in Taylor, Bogdan, & Devault, 2016). Furthermore, according to Creswell (2014), qualitative research is an approach to investigating and interpreting the meaning of a social or human issue attributed to persons or communities. Creswell added that the study method includes evolving problems and techniques, data usually collected in the setting of the participant, inductively constructing data analysis from specifics to general subjects, and explanations of the significance of the data by the researcher.

In this study, qualitative method is aimed to explore teenagers' thoughts and experiences in the strategies of teenagers acquired their English speaking skill. The researcher uses descriptive design in this research because this research is focused on a particular phenomenon in Sabang as a tourism place. Sabang is different with the other regions in Aceh. Sabang has a beautiful ocean which attracts tourists to visit those places and it also has provided the comfortable facilities to welcome the

tourists presence such as guesthouse, restaurants, and the tool for diving or snorkeling in some Islands in Sabang. Because of that Sabang has become one of the tourist's options for travelling. Some teenagers as local people in Sabang can speak English which has been the interesting topic to be discussed. Teenagers usually interact with tourist as a foreigner and use English language for the tool of communication. So, the researcher wants to find out how the teenagers in Sabang improve their English speaking skill and also want to know the impacts of foreigner presence in Sabang on teenagers' speaking skill.

B. Research Location

This research was conducted at Sabang Island, one of the regions in Aceh, Indonesia. The administrative center is located on Weh Island, 17 km north of Banda Aceh. Sabang has 18 villages in two districts (Sukajaya and Sukakarya). Sukajaya consist of ten towns, such as Paya, Keunekai, Berawan, Balohan, and so on; and the other one is Sukakarya that includes eight villages, such as Iboih, Batee Shok, Aneuk laot, and so on.

Sabang is a tourism place where many tourists from various countries visit that place. The foreign tourists are said to especially enjoy snorkeling in Rubiah Island and diving in the Iboih area of Suka Karya during their trips to Sabang. Meanwhile, other popular destinations are the white sandy beaches of Iboih and Sumur Tiga. In those places the tourist gets interaction with local people in Sabang, some of them are the teenagers.

C. Research Participants

1. The Population

The population is the abstract idea of a large group of many cases from which a researcher draws a sample and generalizes the results of a sample (Djamba & Neuman, 2002). The highlight of this study focuses on teenagers who live in Sabang. In this study, the range age of teenagers is between 12 to 19 years old (Bastable & Dart, 2014). In this age, teenagers are the students in junior and senior high school. The male are 1.075 students and the female are 986 students which the total number of them is 2.061 students in Sabang (Kementerian Pendidikan dan Kebudayaan, 2021). Teenagers usually come to the beach and interact with tourists or foreigners. So, the teenagers who are living at the shore, such as Iboih, Gapang, Sumur 3, and other seaside places in Sabang, would be the population in this research.

2. The Sample

According to Barada (2013), the sampling plan is the design of how to choose specific sources for your data. Sampling is a necessary step in selecting people to be interviewed. However, sampling may also refer to the choice of particular locations, times of days, events, and fieldwork activities to be observed. The sample will be taken as purposive sampling because the researcher has the criteria of teenagers who can speak English. Purposive sampling means that the researcher chooses data that fits the parameters of the research questions,

goals, and objectives of the project (Barada, 2013). In this study, the researcher selected participants who have some criteria. Therefore, in selecting teenagers as participants of this study, the researcher uses convenience sampling as parameter to select the sample. According to Etikan, Musa, and Alkassim (2016), convenience sampling is one of technique sampling that involves taking a sample from a section of the population that is easy, affordable, the subjects are ready available, and near to hand. Based on the explanation above, the number of sample that has been selected is five teenagers. Those five teenagers have the criteria for this study; they can speak English language; they are 12 until 19 years old; and they are the teenagers who live in Sabang. Furthermore, those five teenagers are affordable, easy, and ready available to be participants in this study.

D. Data Collection

The purpose of this research is to discover how teenagers in Sabang acquire their speaking skills and also to find out the impacts of foreigner presence in Sabang on teenagers' speaking skills. The researcher collected data to gather information by asking participants through interviewing. DeMarrais (2004) cited Merriem (2009) as finding that an interview as a process in which a researcher and participant engage in a conversation focused on questions related to a research study. Qualitative interviewing was categorized as non-directive, unstructured, non-standardized and open-ended interviewing (Taylor, et al., 2014). An in-depth interview was the primary source of data in this study. Through performing in-depth qualitative

interviews, we indicate face-to-face interactions between the researcher and informants aimed at the perspectives of understanding informants on their lives, perceptions or circumstances as articulated in their own terms (Taylor et al., 2014).

The instrument to identify the strategies teenagers acquiring speaking skills and to find out the impacts of foreigners presence in Sabang is conducted through an in-depth interview. The interview is conducted using a discussion guide that facilitates the flushing out of the respondent's views through open-ended questioning. An in-depth interview could help the researcher to gain viewpoints on the topic in this study. The interview is conducted in direct and telephone. The interview session is conducted in Sabang. Each participant is interviewed in thirty minutes and the process of interview is recorded. The interview session is implemented in Iboih, Sabang. Before the interview session is started, the researcher explained the objective of the research.

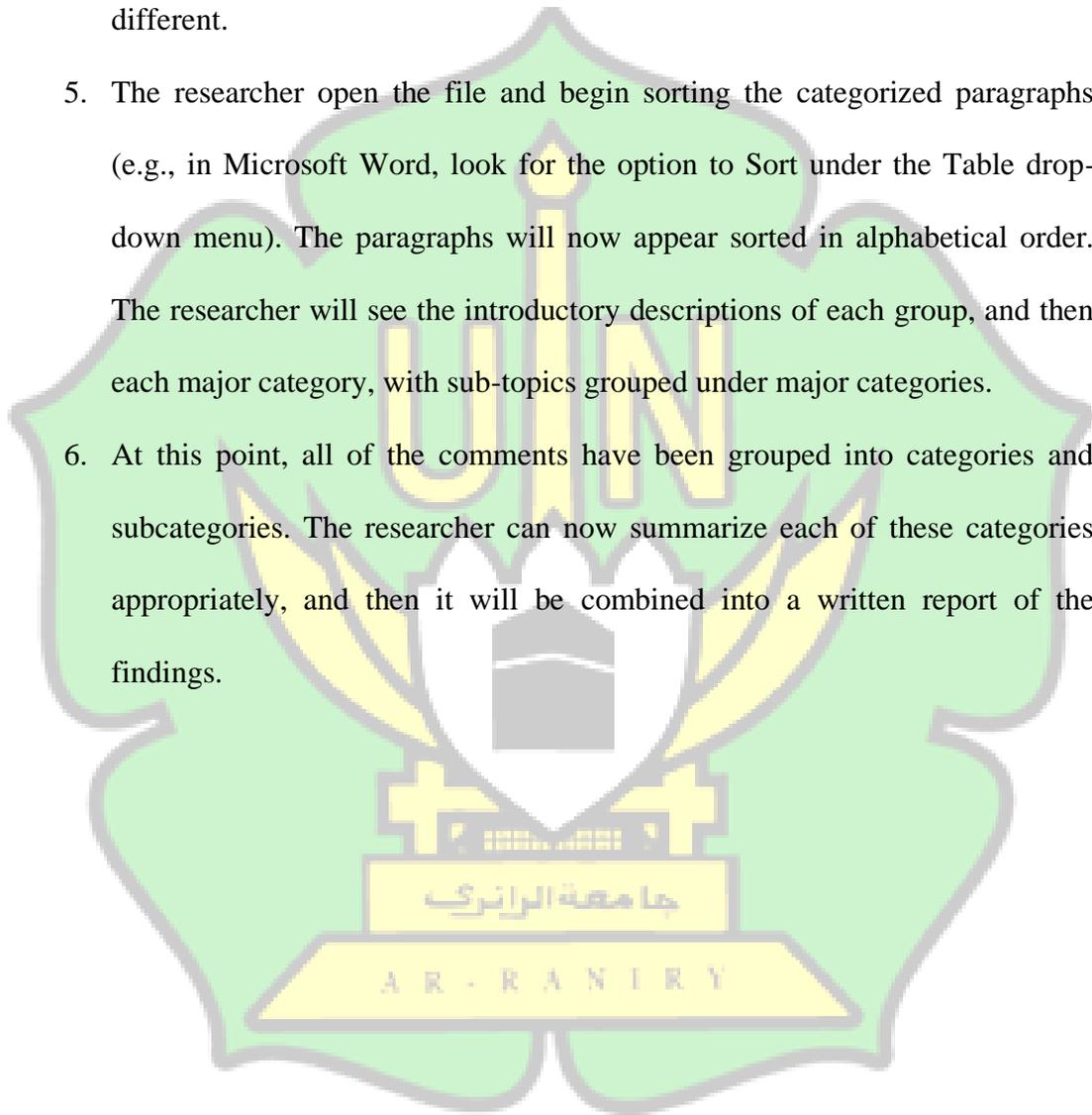
E. Data Analysis

In this study, the researcher uses a qualitative data analysis technique. After collecting data, the researcher analyse data. Qualitative data analysis is the process by which researchers make sense of the data they have collected in order to present their results to others (Williamson, Given, & Scifleet, 2018). In short data analysis is systematically process to analyse the data which have been collected. The goal is to transform raw data into findings or results.

Due to in-depth interview as data collection in this research, analysing in-depth interviews involves reviewing the records of the interviews and taking notes to keep track of the findings that are emerging. Then, the researcher can either manually cut, paste, and group hardcopies of interviews, or analyzing the data can use a computerized word-processing program (such as Microsoft Word, Word Perfect, or OpenOffice Writer). For the purposes of this description, researcher prefers to use a computerized system. There are some steps that must be concerned by the researcher, those are (The Wallace Foundation, 2007):

1. All data will be copied and pasted notes into a single document. The researcher will use this master document to sort and code respondents' comments.
2. Each interview will be begun with a new paragraph and a marker. The marker will include (1) a unique symbol, such as # or * that will not appear elsewhere in the interview text; and (2) identifying the number of the interview. For example, the first interview will begin with * 01, the second interview will begin with * 02, etc. Include any relevant details about the interview here as well (the name of the respondent, his or her characteristics, the date of the interview, etc.).
3. Every new question or topic will be begun with a new paragraph. Then, each paragraph will be categorized according to what's being discussed, and it will be preceded with the symbol decided upon above.

4. Researcher assigns codes to sub-categories within a topic as well, then making a copy of the question. After categorizing every comment from every respondent, the document will be saved and made a copy of it under a different.
5. The researcher open the file and begin sorting the categorized paragraphs (e.g., in Microsoft Word, look for the option to Sort under the Table drop-down menu). The paragraphs will now appear sorted in alphabetical order. The researcher will see the introductory descriptions of each group, and then each major category, with sub-topics grouped under major categories.
6. At this point, all of the comments have been grouped into categories and subcategories. The researcher can now summarize each of these categories appropriately, and then it will be combined into a written report of the findings.



CHAPTER IV FINDING AND DISCUSSION

This chapter presents the results of data interview analysis. This study aims to figure out the strategies of teenagers in Sabang improve their English speaking skill and to find out the impacts of foreigner presence in Sabang on teenagers, speaking skill.

A. Research Finding

The results of this study are based on the data interview of teenagers in Sabang who can speak English. The interview session is conducted to elaborate how the teenagers in Sabang acquired their English speaking skill and the impacts after interacting with tourists as foreigners. Five teenagers are interviewed with some questions that relate to their experiences during improving their English speaking skill. Five participants are marked as initials in order to retain participants' privacy.

Table 4.1

Participants' information

Participants'			
Name	Gender	Age	Level of Education
HD	Male	18	3 rd grade of senior high school
RN	Female	16	1 st grade of senior high school
DR	Female	17	2 nd grade of senior high school
MV	Female	16	1 st grade of senior high school
AM	Female	17	2 nd grade of senior high school

Each participant spends around 30 minutes to response the questions and they get the same questions that should be answered. Furthermore, to find the information deeply, some additional questions are asked based on the interviewee's answer in agreement with the topic. During interview session, the researcher records interviewee's response with an audio recorder. The questions of interview which are asked to teenagers are about how school and their environment can improve their English speaking skill, their experiences during learning English speaking skill, and the reason why they are interested in having English speaking skill. The results are transcribed and coded using open coding analytic process. After analyzing the data, researcher presents these points:

1. The strategies of Improving English speaking skill

The teenagers in Sabang utilize some strategies to improve their speaking skills. Those strategies consist of motivating self by having particular goal, optimalizing learning at school, self-learning, taking English course, interacting with foreigners and the last is practicing English with friends and family.

a. Motivate self by having particular goal

Based on data interviews, some teenagers motivate self to increase English speaking skill for accomplishing their big goals. Every participants have difference particular goals to be achieved but the essential point in this study is that those participants want to master English speaking skill because they believe

that by developing English speaking skill it will be easier to attain their own goals.

As participant 1 told that he motivates himself to improve his speaking skill because he wants to be able to communicate with tourists in Sabang. He said:

P1: "I have a big motivation to learn English. Sabang as tourism place is really supports me in improving my English skill such as I can practice with tourists who visit this place. I learn English language because I think English is something new for me. And learning English is very fun even the language is not really easy to be learnt."

It is differently as what participant 2 said about her particular goal in having English speaking skill. As mentioned by participant 2:

P2: "I want to be a writer and tell my life story around the world, not only that I also want to study abroad. I have a big motivation to study abroad so I learnt English because of my friend suggest me to study abroad together, so we prepare to have English Speaking Skill. Because of that I want learn English especially in speaking skill more and more. And my friend and I have a dream that we want to tell our life story that can make people around the world will be interested of our story. I want to talk to people out there that's why I practice it. I want to speak English fluently. I believe that speaking English is very important because we can talk to foreign people in the world especially if we want to go abroad."

Indeed participant 2 has a goal to be writer and study abroad in the future.

So she thinks that she needs to be able to improve English speaking skill.

On the other hand, participant 3 motivates self to obtain English speaking skill for helping her in comprehending the language of computer program. She said:

P3: "I think having English speaking skill is important because English is international language and then it's learnt for education, helping us in

seeking job and etc. I really want to speak English fluently. I have a motivation to speak English fluently. I learn English speaking skill because I want to understand computer language program and I want to speak with tourist and others. And I also want to master how to ask the question and talk in English language with tourist etc.”

In the other case, participant 4 motivates self in gaining English speaking skill due to her goal to be a doctor and to master the language as a tool of communication with foreign people. As what participant 4 said:

P4: “I think the big motivation why I want to improve my English speaking skill is because I want to be a doctor. If I can speak English, it can help me to reach my dream. As long as I know being a doctor need to have the skill of English language. Besides that, I like English language and it is really interesting for me. And I think that having English language is really cool and I can use it to communicate to foreign people around the world. Interestingly, by having this speaking skill I got some friends from another countries and I can communicate with them. So, I think having English speaking skill is very important because we can communicate with foreign people.”

The last answer was mentioned by participant 5 who motivates herself to improve English speaking skill because she wants to find a job easily and study abroad. She said:

P5: “I learn English because I want to find a job easily and I also have the ambition to continue my study abroad. I interest in learning this language because English is the international language. I think not all people in Indonesia can speak English, but I believe that I can do it. I can improve my English if I do my best effort to learn it and keep practicing this language. So, I have a big motivation to be able to speak.”

The data shows that all participants have differences particular goals to be accomplished but they have the similarity purposes to master English speaking skill as the tool to reach their goals. Therefore, motivating self by having

particular goals is the strategy that influences all participants in improving their English speaking skill.

b. Optimize learning at school

Another strategy which influences teenagers in Sabang to improve their speaking skill is some participants achieve efficiency of learning process during at school. They absolutely also have been taught English speaking skill by teacher's instructions in the classroom. In this study, some participants have the same thought about the school that can enhance their speaking skills. In similar strategy participant 1 and participant 2 said that:

P1: "I think that the school also helps in improving my English speaking skill. For example I learnt how to do conversation from practicing in school. At least we know how to use English language in daily communication."

P2: "I learnt from my school that teacher was teaching me and also study alone sometime at school we are talking English and then teacher correct if we have error speaking."

In contrast, participant 5 said that learning at school do not help her to improve English speaking skill. As she mentioned below:

P5: "Learning English at school helps me in remembering some vocabulary but school doesn't really help me in improving my speaking skill. At school, it is only taught basic speaking skill not the high level. The school helps us in developing vocabulary because we must memorize vocabulary at least 20 vocabulary in one meeting."

In fact, all participants have English subject at school but just several of them obtain the impacts of learning at school such as *P1*, *P2*, and *P3*. Based on the answers of P1 and P2, they agree that learning English at school help them to improve their English speaking skill. On the other hand, *P3* does not have

enough benefit of learning English at school. Learning English at school only helps him to improve vocabularies and to have basic knowledge in speaking skill.

c. Self-Learning

Beside school, some respondents also learn English speaking by themselves. Based on the data of interview, participant 3 and participant 5 have enhanced their English by trying acquiring the language in self-learning. As mentioned by participant 3:

P3: “I learn English speaking skill by memorizing some vocabulary that I got from dictionary. I practice my speaking skill sometime I get used to talk in front of mirror. I do my conversation with myself.”

Participant 3 implements self-learning by memorizing vocabulary and doing conversation with self in front of mirror. Participant 5 also applies self-learning as one of strategies in acquiring English speaking skill. She improves English by making fun activities during learning.

P5:” I usually watch western movie without subtitle even though I don’t understand the meaning overall. It doesn’t matter because I will search the meaning that I don’t know. I do it because I want to familiar with English language. So it makes me easy to improve my English speaking skill. Then I also learn English from English learning application, it is named cake. And I often practice it by talking with myself in front of mirror.”

d. Take English course

Based on the interview, some respondents also have taken English course to improve their speaking skills. As mentioned by participant 3:

P3: “I improve my speaking skill by joining English course. I joined English course from elementary school, junior high school, and until senior high school.”

In addition, participant 4 also takes English course to enhance her speaking skill. She said:

P4:” I guess it was about in my elementary school, exactly in sixth grade. When the first time I realized that my English speaking skill was not good, so I decide to take English course to improve my ability in English language. I often practice my English speaking skill in my English course, 3 times a week. I speak with my tutor there.”

e. Interact with foreigners

This study is conducted in Sabang, which has been visited by many tourists, thus people there have opportunities to interact with the foreigners. These interactions lead them to practice their English which is good for the improvement of their speaking skill. As what participant 3 has been through, she has a chance to interact with foreigner by being a tour guide. She told:

P3: “I have ever had the opportunity to learn how to be a guide one year ago. Based on my experience during being a guide for tourist, it was an interesting experience because I can interact with English foreigners. So I learnt a lot when I was being a guide such as how to act well in front of them and how to impress them of our place. I became a tour guide based on my school’s recommendation, I joined it because I believe that getting interaction with tourists is very meaningful for us especially for local people in Sabang, we spread positivity with each other.”

f. Practice English with friends and family

The last strategy of improving English speaking skill for teenagers in Sabang is practicing English with friends and family that can support them to be active learners.

As what participants 1, 2, and 3 said:

P1: “When I learnt English speaking skill, I was not really focusing on the theory but I tried to practice it with my seniors who can speak English fluently and they helped me a lot in correcting my English. I learn and improve my speaking skill with my friends and also my senior, brother and sister who can speak English in the same area near my house. Beside that I also practice my speaking skill with my own sister at home because my sister also can speak English language.”

P2: “I practice my speaking skill with my friends such as doing conversation.”

P3:” I have my family who support me to improve my English speaking skill. My environment also supports me in improving my English speaking skill. Sometime I do speak English in my daily communication with my friends and my family.”

Furthermore, participants 4 and 5 also have the same strategies in developing their English speaking skills. They also have people surrounding them who can be partner to talk. They said:

P4: “My parents often talk to me in English language. After that I also keep practicing to speak with my friends, parents, and my relatives.

P5: “One of strategies that help me in improving English are from supports of friends, family and also teachers. I also have a friend from the overseas who has been lived in Sabang for a long time and she can speak in bahasa.”

By having supporting friends and family, participants 4 and 5 can keep practicing to talk English in daily communication.

2. Impacts of foreigners presence on teenagers’ speaking skill

The impacts of foreigner presence in Sabang also have been a focus of this study. Sabang whose beautiful ocean in Indonesia has attracted tourists from

various countries come to this place. These tourists give some impacts for local people in Sabang especially for teenagers. All participants as teenagers in Sabang had interacted with foreigners before pandemic.

The first participant (HD) met foreigners every weekend to guide them for diving in Rubiah Island. He did the conversation with foreigners before diving to explain to them the procedure of diving. Furthermore, the conversation between HD and foreigners was happening around thirty minutes in each meeting. The second participant (RN) encountered foreigners six times. She interacted with foreigners for thirty minutes to one hour for each meeting and met with them in some events in Sabang and Ie meule, one of the villages in Sabang. She encountered foreigners after school and talk about several things.

The third participant (DR) often communicated with foreigners; she met and talked to foreigners around seventy times. She has been selected as a tour guide to lead foreigners to travel Sabang. She did the conversation with foreigners for around three hours when she guided them. Besides being a tour guide, she also talked to foreigners at the beach, school, course, and Gapang. The fourth participant (MV) met with foreigners fifteen times. It took two hours during the conversation. She communicated with foreigners at her house because those foreigners are her parents' colleagues. The last participant (AM) was a waiter at one of the coffee shops in Iboih, Sabang. She did a part-time job for five months and usually encountered foreigners every weekend. She did

conversation in seven minutes for each interaction and it took place in that coffee shop.

After interview session, the result shows that those are some several impacts of foreigners presence in Sabang. Those are having wide-range opportunities to practice English with foreigner, improving new vocabularies, and improving speaking skill.

a. Have a wide-range opportunities to practice English with foreigner

Sabang has special thing which other regions do not have. Sabang as tourism place has attracted tourists to visit that place because of its wonderful views and oceans. Tourists who have travelled Sabang definitely use English as the tool for communication. Thus, teenagers in Sabang have a wide-range opportunities to practice English with foreigners.

As what participant 1 said, he is influenced to improve speaking skill by foreigners' presence through listening and focusing what they have talked with him. He said:

P1:” Even in the first time when I listened to this language from the tourist I did not understand it, I practiced it a lot by often listening to what they were talking about and focusing with their pronunciation and also vocabulary.”

Furthermore, participant 2 has the same experience with participant 1. She has opportunities to keep practicing English in daily communication with foreigners. Participant 2 explained:

P2: “The most important thing, by foreigner presence I can practice my English speaking skill with them in daily communication. I was remembered that I have ever interacted with them when I was in elementary school. It was the first time that I met with foreigner, I talked with them in a long time, and then we met again in the next meeting with the same foreigner but in different place. I got some improvement such as I can hear how they speak, so I can learn how to speak well because I listen how they speak after interacting with them.”

In addition, having a wide-range opportunity was not only felt by participant 1 and 2 but it also happened to participant 3, she takes this chance to practice English with tourists then she gain some benefits to increase her English speaking skill. As what participant 3 said:

P3: “I think the aspect of interacting with foreigner is getting used to practice English directly with them. So I can know what the correct expressions that I can use in English language.”

Moreover, participant 4 also has a big chance to practice English with foreigners in Sabang. She said:

P4: “we as teenagers can interact with them by using English language, I can practice this language directly and I know how to use a good and correct conversation with foreigner by listening from them.”

This impact is also experienced by participant 5, she is interested to talk to foreigner so she utilizes this opportunity to learn English from them by listening and keep practicing to speak English with foreigner.

P5: “By their presences, we as teenagers are so interested and excited to learn English because we can learn and practice directly with English foreigner, and the last I can get some new friends from foreign countries not only from Indonesia. I improve my English speaking skill by listening them and I keep practicing by communicating with

them. Because I often listened what they were talking in English language, I can remember how to speak English language with tourist correctly.”

The presence of foreigners gives impact to some participants through practicing English speaking skill with them.

b. Improve new vocabularies

Vocabulary is one of important aspects in speaking skill. Developing new vocabularies can bolster English learners to be better in mastering English speaking skill because they do not miss vocabularies while express the idea. Based on the interview, one of the impact of foreigners’ presence in Sabang is to help participants to increase their vocabularies. As what participant 1 said in the interview session, he improves new vocabularies by communicating with foreigner. So, after remembering those vocabularies, they can practice those to speak in English. He mentioned:

P1: “After interacting with tourists, I think there are many improvements in my English speaking skill. Such as: I got some new vocabulary and how to use it in sentences.”

In the same case, participant 3 said:

P3: “I think there are some improvements in my speaking skill such as I can know the new vocabulary directly from foreigner that I never know before. And then there are several abbreviations that I learned from them. And I also learned about an English word which has several meanings in different contexts.”

Participant 4 also feels the same impact of it. As mentioned by her:

P4: “Yes, it helps me especially in developing my vocabulary.”

In addition, participant 5 also has developed her vocabularies. She learns directly from foreigner about some words which have been mentioned by foreigners then she practices it. She said:

P5:” I often listened and focus on the last word of what tourist said, such as my previous story about “rice”. I got several vocabularies from the tourists that I practiced to talk directly with them.”

Some participants in this study improve new vocabularies through interaction with foreigners. The words which are acquired directly from foreigners can support participants to make easy in remembering those new vocabularies due to the process of communication.

c. Improve speaking skill

After interacting or practicing with foreigners, participants have the benefits in improving their pronunciation, fluency, some expressions in English. As what participant 1 said:

P1: I can know how to do a good conversation in English language.

Participant 1 enhances his English speaking skill to understand how to use a better conversation during communication.

On the other hand, participant 2 admits that she has better pronunciation as the impact of interacting with foreigner. She mentioned:

P2: “By interacting with them I can improve my speaking skill, I can correct my wrong pronunciation to be better in speaking English and they taught me how to do it. “

The same impact has also been experienced by participant 4. She said:

P4: “The impact of interacting with foreigner that can help me is improving speaking skill, I often listen to the way how they speak then I practice it and I think my pronunciation has improved.”

Participant 5 has improved English speaking skill. She mentioned:

P5: “I think my English speaking skill has improved such as I can know some words, expressions, or sentences that I did not know before then I knew it after interacting with tourists.”



B. Research Discussion

In this study, there are two research questions. First research question is aimed to figure out the strategies of teenagers in improving their English speaking skill. The researcher finds six strategies that improve English speaking skill of Teenagers in Sabang. Those strategies consist of motivating self by having particular goal, optimalizing learning at school, self-learning, taking English course, interacting with foreigner and the last is practicing English with friends and family.

The result shows that the first strategy of improving English speaking skill is motivate self in having particular goals. The interview results prove that all participants in this study have motivated self to achieve their own specific future goals, so they start to master English as supporting skill to accomplish their particular goals. This result is similar to study of Mansfield and Wosnitza (2010) who finds that future goals have a significant influence on students' motivation, or that in learning situations, students pursue multiple and related goals. Having particular goals has been good impact for all participants in this study to improve their English speaking skill. Those can support them in keep enhancing the language because they have something to pursue in the future.

The second strategy which is relevant to the result of the data is optimize learning at school. Indeed, school helps some participants in increasing their English speaking skill but it depends on how teachers implement teaching method and students' attention about English subject. This result is similar to Freeman, Freeman,

and Mercuri (2003) who discovers that excellent teachers provide frequent feedback, make subject understandable, stimulate collaborative interactions, and respect cultural diversity. Those feedbacks can be obtained at school as formal learning and directed by teachers' instructions. Furthermore, learning English at school is necessary to support them in improving English language especially in English speaking skill.

The third strategy is self-learning. Some participants have doing self-laerning in their own strategies. This result is related to the study of Parmawati and Inayah (2019) who elaborates that acquiring English speaking skill is not only in class or school, but it also in everyday situations. Furthermore, student habits can aid in the learning of English, particularly in speaking. Listening to music, utilizing chat programs, or even viewing movies are just a few examples. Parmawati and Inayah also adds that this habit helps students to enhance their speaking skills in a amusing and enjoyable style of learning. This factor is occured because participants have taken in the real action to improve their English speaking skill without any helps from the others. They improve their speaking skill by their own strategies in habitual learning of English language.

The fourth strategy in improving English speaking skill based on this study is take English course. Some participants have taken English course to support them in having English speaking skill. This result is similar to the study of Huang (2017) who explains that English learners who take additional course show a greater intention to learn English and evidence a higher frequency of English learning behaviors both in

and out of school as compared to those who only attend English teaching in standard classrooms.

The fifth strategy of improving English speaking skill is interact with foreigner. The region of Sabang has been known as tourism place. Therefore Sabang is the place which in be one of options for tourist to be travelled. Interacting and talking directly with foreigners in Sabang make English learners become more interested to improve English because they can feel how to use the language in real situation. Participant can learn some experience and insight about the language itself and understand how to express a good expression to respond foreigner or how to be polite during the communication is occurring. The result is related to the study of Ernesto (2010) who explains that interacting with foreigners both inside and outside of the classroom is a huge advantage. Therefore, foreigners can provide appropriate feedback to influence participants in improving their English speaking skill.

The last strategy of this study is practice English with friends and family. According to the result, all participants agree that the strategy of practicing with friends and family help them in improving their speaking skill.

The second research question is about the impacts of foreigners' presence in Sabang to improve teenagers' English speaking skill. Being able to communicate with foreigners can support learners to improve their speaking skill. The result is similar to the study of Ha and Anh (2016) who finds that the participants of small traders in Vietnam who get used to interact with foreigners as English foreigners agree that was the fastest approach to enhance English speaking skills. In this study,

there are some impacts of foreigner presence influenced teenagers in Sabang. Those Impacts are: having a wide-range opportunities to practice with foreigner, improving new vocabulary, and improving English speaking skill.

By communicating with foreigner, the participants can differentiate which one is the error pronunciation and how to practice the language in daily communication. The result is similar to Kobis (2019) who shows that despite the fact that students speak English with native or non-native English, the students believe that having direct conversations with natives is more successful than communicating with non-natives. Kobis also adds that successful English learners also engage direct conversations with native English speakers to improve their English pronunciation competence. Communicating with foreigner offers a wide potential to enhance English speaking skill. One of those is pronunciation which is learned by participant immediately from foreigner.

Indeed, based on this study some participants have gained the positive impact of foreigner presence to enhance English speaking skills in some aspects in speaking skills, such as having a better understanding to do conversation, having a better pronunciation, mastering some words, phrases, or expression in English speaking skill.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is divided into two parts, conclusion and recommendation. The first part explains about the summary of the finding. The second part describes several benefits for student, teacher, school, and future researcher. This study is conducted in Sabang to elaborate two research questions, the first one is to figure out the strategies of teenagers in Sabang improve their speaking skill and the second one is to find out the impacts of foreigner presence in Sabang. Both of those research questions are obtained through in-depth interview that are aimed for teenagers in Sabang.

A. Conclusion

This study shows that all participants have been implemented some strategies to improve their English speaking skills. Based on the data, there are some strategies of teenagers in improving their English speaking skills. Those consist of six strategies, those are: motivate self by having particular goals, optimalize learning at school, self-learning, take English course, interact with foreigner, and practice English with friends and family. Those strategies support teenagers to enhance their English speaking skills. Therefore, school is not only the option of learning English, the improvement of English speaking skills can be obtained in several situations or preferences.

Furthermore, the researcher discovered three impacts of foreigner presence in Sabang. The impacts have some benefits for teenagers to support them in acquiring their speaking skills. Those impacts are: have a wide-range opportunity to practice English with foreigner, develop their vocabularies, and improve English speaking skill. Those impacts influence participants to have enthusiasm to acquire English speaking skill and to keep practicing in daily communication. Foreigner presence has contributed for teenagers in Sabang during the process of enhancing English speaking skill. They can be a partner to talk or to practice and help teenagers to improve their English speaking skills.

B. Recommendation

This research is focused on how teenagers in Sabang improve their speaking skills and the impacts of foreigner presence in Sabang in the process of enhancing teenagers speaking skills. According to the finding, the researcher offers some recommendations for English learner, teacher, school, and future researcher.

For English learners, the researcher expects learners to recognize that acquiring English speaking skill cannot only be obtained at school but it also can be obtained by several strategies. There are some strategies to improve English that depend on an individual's interest or coziness. Every person has different strategies to enhance their English speaking skill, so hopefully, they can find effective strategies to improve their English speaking skills.

For the teacher, the researcher suggests that the teacher should give various ways to deliver materials about the English language during the teaching-learning process. In addition, the teacher should concern about the appropriate ways to teach English which helps students in improving their English speaking skills.

For school, the researcher hopes that the school can facilitate students to support them in the learning process. Such as providing good facilitation, supporting books, qualified teachers, and giving access for teachers and learners to learn English in creative activities inside or outside the classroom. For example, learning outside the classroom can be applied by using various strategies. Based on this study, teenagers have improved their English speaking skills by actively practicing the language in daily life including interacting with foreigner.

The last for the future researcher, the researcher expects that future researchers can conduct better research and can use this study as a reference related to their research. Future researcher can expand this research in other participants such as students in specific grades or adult participants which is related to this study. They also can conduct this research in different regions in Indonesia which has similar tourism places.

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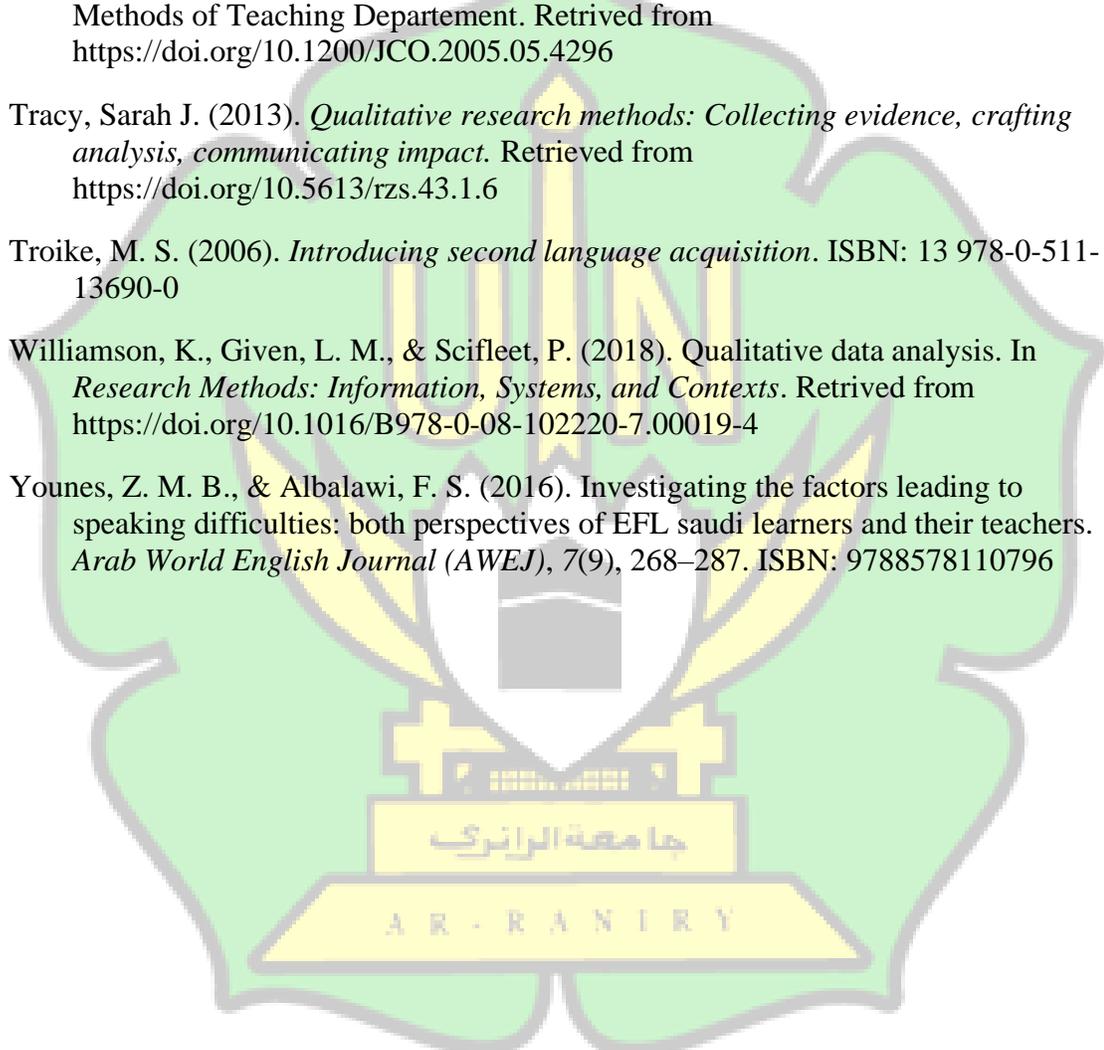
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Appendix A: Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-8614/UN.08/FTK/KP.07.605/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-658/Un.08/FTK/KP.07.601/2020 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2019
- Menetapkan
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-658/Un.08/FTK/KP.07.601/2020 tanggal 31 Desember 2019
- KEDUA : Menunjuk Saudara:
1. Syarifah Dahlia, M. Ag., M. Ed., Ph. D Sebagai Pembimbing Pertama
2. Azizah, M. Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Rizka Khairia
NIM : 160203053
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : English Speaking Skills Acquisition of Teenagers in Sabang
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Tanggal: 24 Mei 2021



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix B: Interview Protocol

Interview Protocol

Project : English speaking skills Acquisition of Teenagers in Sabang

Time of interview :

Date and Place :

Interviewer :

Interviewee :

Position of Interviewee:

This present study aims to figure out the strategies of teenagers in Sabang improve their English speaking skills and to find out the impacts of foreigner presence in Sabang. The data will be collected using in-depth interview that will be recorded and used for the research purposes. During the interview, you will be asked several questions to obtain the data for this research based on your situations or preferences. The interview will be divided into two sections. The First section, interviewer will provide the questions about the strategies of improving English speaking skill. The second section, it will be asked the questions that relate to the impacts of foreigner presence in Sabang. Your name will be initiated to keep your privacy and the interview will take 30 minutes to an hour maximum. And, I would like you to feel comfortable and freely tell you answer during the interview.

Interview session for research question 1

1. What do you think about having English speaking skill? Is it important or not?
2. Do you speak English in daily communication?
3. Can you tell me when did you realize that you can speak English?
4. How do you learn your English speaking skill?
5. Can you explain how does learning English language at school help you in improving your speaking skill?
6. Besides learning English at school, how do you improve your English speaking skill?
7. Can you tell me what can help you in improving your English speaking skill?
8. How did you practice your speaking skill?
9. Why do you learn English speaking skill?
10. Why do you interest in learning English language?
11. Did you have any difficulties on the process of improving your English speaking skill?
12. How did you overcome your difficulties?

Interview session for research question 2

1. Have you ever talked to foreigner?
2. How do you start your conversation with foreigner?
3. What are the common questions asked by foreigner?
4. During conversation what are the topics that you usually talk about?
5. How did you understand what the foreigner is talking about?
6. How long do you practice your speaking skill with foreigners?
7. What do you think about the English foreigner presence in Sabang?
8. Do you think there are any improvements in speaking skill after interacting with tourist? Can you explain it?

9. In what aspect of interacting with foreigner that can help you in improving English speaking skill?
10. How do you feel when you get interaction with tourist?



Appendix D: Interview Transcript

Participant 1

Interviewee : HD

Date of Interview : January, 29th 2021

Time of Interview : 15. 00 WIB

Place : Iboih, Sabang

Position of Interviewee: Iboih, Sabang

Interview session for research question 1

Interviewer: What do you think about having English speaking skill? Is it important or not?

Participants: Speaking English for me or for everyone here is very important because speaking English can be used as international language. English language is not local language that we can use it only to talk to people in the same area. Luckily our place is the tourism place that many tourists come here for travelling. English is very important also because most of countries use English as the tool of communication. So, English speaking skill help us to get interaction with tourists that visit Sabang Island.

Interviewer: Do you speak English in daily communication?

Participants: I talk English in daily communication but only the common sentences or expressions

Interviewer: Can you tell me when did you realize that you can speak English?

Participants: I realized that I can speak English a little bit when I met with tourist in first time. Even I did not know they were talking about in the first time, I realized that I should learn this study especially in speaking skill because I want to understand what the tourist were talking in English. Because I know that there are a lot of tourists that come to Sabang for holiday and so on. Absolutely, the tourists don't speak in Bahasa, they will use English as international language, and at that

time I realized that English Language is very useful especially for our tourism place, Sabang. So, after learning how to speak English I realized that I can speak English when I was in third grade in Junior High School. As time goes by, I can understand what tourist speak In English Language.

Interviewer: How do you learn your English skill?

Participant: I learn English from school and environment

Interviewer: Can you explain how does learning English language at school help you in improving your speaking skill?

Participant: I think that the school also helps in improving my English speaking skill. For example I learnt how to do conversation from practicing in school. At least we know how to use English language in daily communication. But the differences when I learnt English at school and environment are the language that we use. In school we are used to talk in formal language, in other hand when I learnt English from the environment I am used to talk in non-formal language.

Interviewer: Besides learning English at school, how do you improve your English speaking skill?

Participant: I learn and improve my speaking skill with my friends and also my senior, brother and sister who can speak English in the same area near my house. And I also get interaction with tourist by asking their condition or feeling during in Sabang or asking the common questions. Beside that I also practice my speaking skill with my own sister at home because my sister also can speak English language.

Interviewer: Can you tell me what can help you in improving your English speaking skill?

Participant: I have a big motivation to learn English. Something that we don't learn it we never can do or understand it. So I have to learn and learn from my mistake and I believe that someday I can speak English more than this and I can do it. And Sabang is tourism place where really supports me in improving my English skill such as I can practice with tourist who visit this place.

Interviewer: How did you practice your speaking skill?

Participant: When I learnt English speaking skill, I was not really focusing on the theory but I tried to practice it with my seniors who can speak English

fluently and they helped me a lot in correcting my English. Even in the first time when I listened to this language from the tourist I did not understand it, I practiced it a lot by often listening to what they were talking about and focusing with their pronunciation and also vocabulary.

Interviewer: why do you learn English speaking skill?

Participant: I learn English language because I think English is something new for me. And learning English is very fun even the language is not really easy to be learnt. Based on my experience in learning English, it's easy to understand the theory of language learning, but when I practice to speak English language in real life, it is a little bit hard for me, and it took long process to be confident in speaking English language. The reason why English is hard to be practiced in daily communication is because English is not our first language and I did not learn it in my childhood time. So that's why the process of learning English is hard for me. Even though learning English especially in speaking skill is really fun and interesting.

Interviewer: Did you have any difficulties on the process of improving your English speaking skill?

Participant: Absolutely I have some difficulties during learning English speaking skill, such as sometime I don't really focus when someone talk to me, so I get hard to understand and don't know the meaning of their talks. Because of that I have ever catch the wrong meaning of what people were talking about. So, my difficulty is hard to listen carefully when someone talks.

Interviewer: How did you overcome your difficulties?

Participant: I overcome my difficulties by asking again to my seniors in this place when I didn't understand what someone was talking about. They explain to me what I was missing it. So, I learnt from my mistakes by remembering what I have asked to my seniors.

Interview session for research question 2

Interviewer: Have you ever talked to foreigner?

Participant: Yes, I talk to foreigner in daily language because I'm not an advance. So, it is only the simple conversation.

Interviewer: How do you start the conversation with foreigner?

Participant: First I asked them such as "where are you going?", "where do you stay?", because I guess that they must be confused in looking for homestay. And I also I asked them such as "where are you from?". The reason I asked them I just want to help them, sometime they like the place that near to the nature or beach.

Interviewer: What are the common questions asked by foreigner?

Participant: The topic is about the location that can be visited in Sabang such as diving, and maybe where they come from.

Interviewer: During conversation what are the topics that you usually talk about?

Participant: Topic is about daily activities.

Interviewer: How did you understand what foreigner is talking about?

Participant: Before I answer the question, I will tell my experience first. I have ever talked to tourist and then they respond me with the long sentence that I can't understand. I asked the "hi! Where are you going"? Then they answer me with the high language. Then I said to them "I'm sorry sir, because I'm speaking English a little bit, can you please speak to me shortly". So, they will understand that I did not get what they talked; they will switch with the simple terms of English language. At first they speak high level of English then they will change to lower level if we ask.

Interviewer: How long do you practice your speaking skill with foreigner?

Participant: I started talking with foreigner when I was in third grade of Junior high school, now I am in third grade of senior high school, so it has been 3 years I practice my English speaking skill with tourist. But the duration when I was talking with tourist that was not take a long time because it was just asking something like asking the common information of them.

Interviewer: What do you think about the English foreigner presence in Sabang?

Participant: Foreigner presence in Sabang is really helpful for me such as make me want to learn English language as new language for me. And it was so fun to learn it. I cannot imagine if tourists don't come to our place

maybe I don't really interest in learning English language. Because of foreigner presence in Sabang, I can know how to do a good conversation in English language. Also I got new vocabulary from them day by day. And the most interesting is I can know the habitual of tourist and the culture of their countries.

Interviewer: Do you think there are any improvements in speaking skill after interacting with foreigner? Can you explain it?

Participant: After interacting with foreigner, I think there are many improvements in my English speaking skill. Such as: I got some new vocabulary and how to use it in sentences. Those vocabulary maybe I can't get them if I didn't interact with tourists. And I can be more confident in using English in daily communication. For example I can interact with tourist by the interesting topics such as about diving and about the amazing places that they can visit in Sabang. So, I have unforgettable story with the tourist, at that time I have ever joined one of diving guide in Sabang who wanted to guide the tourist to dive in the see. After diving, we talked about what we have seen from the see, such as the names of coral reefs. I was really excited to listen to their explanations about those coral reefs. From that I got a new vocabulary about the names of coral reefs, such as "seven". I think it was really interesting for me because that was something new to learn that I cannot get from the school but I can get it directly from the foreigner. So, that's why I want to more improve my English speaking skill to be better when I speak with tourists.

Interviewer: In what aspect of interacting with foreigners that can help you in improving English speaking skill?

Participant: The impact of foreigners. We definitely say to the tourists that we want talk about, our language is still a very basic, but that person still wants to interact with us, so that is reason why my speaking improves. They won't ignore us if we don't speak fluent English, but instead try to make us understand what they're talking about.

Interviewer: How do you feel when you get interaction with foreigner?

Participant: I am very nervous because my speaking skills are still lacking but I try to be confident. And I have new experiences, experience to talk, and I will try to do my best.

Participant 2

Interviewee : RN

Date of Interview : January, 30th 2021

Time of Interview : 17. 00 WIB

Place : Online Interview via Phone was conducted in Sabang

Position of Interviewee: Ie Muelu, Sabang

Interview session for research question 1

Interviewer: What do you think about having English speaking skill? Is it important or not?

Participant: That's important because we can talk to foreign people in the world especially if we want to go abroad.

Interviewer: Do you speak English in daily communication?

Participant: Yes I do sometime I speak English in daily communication. I speak with my friends in Sabang.

Interviewer: Can you tell me when did you realize that you can speak English?

Participant: I guess when I studied English in the school exactly from elementary school in class 5.

Interviewer: How do you learn your English speaking skill?

Participant: I learnt from my school that teacher was teaching me and also study alone.

Interviewer: Can you explain how does learning English language at school help you in improving your speaking skill?

Participant: Sometime at school we are talking English and then teacher correct if we have error speaking.

Interviewer: Besides learning English at school, how do you improve your English speaking skill?

Participant: I study alone, I find out how to read it and listen to it.

Interviewer: Can you tell me what can help you in improving your English speaking skill?

Participant: I want to be a writer and tell my life story around the world, not only that I also want to study abroad. I have a big motivation to study abroad so I learnt English because of my friend suggest me to study abroad together, so we prepare to have English Speaking Skill. Because of that I want learn English especially in speaking skill more and more. And my friend and I have a dream that we want to tell our life story that can make people around the world will be interested of our story.

Interviewer: How did you practice your speaking skill?

Participant: I learnt from school that teacher teaches me, and I practice my speaking skill with my friends such as doing conversation and also I practice it by myself or study alone.

Interviewer: Why do you learn English speaking skill?

Participant: I want to talk to people out there that's why I practice it. I want to speak English fluently.

Interviewer: Did you have any difficulties on the process of improving your English speaking skill?

Participant: I often have a problem how to pronounce some words.

Interviewer: How did you overcome your difficulties?

Participant: I practice to pronounce it many times. I used online dictionary to play the correct pronunciation of the vocabulary.

Interview session for research question 2

Interviewer: Have you ever talked to foreigner?

Participant: Yes, I have

Interviewer: How do you start the conversation with foreigner?

Participant: Starting from greeting, for example asking about themselves like what is your name

Interviewer: What are the common questions asked by foreigner?

- Participant: Usually they ask about the trip and ask the question such as what is your name or about me and also the culture of Indonesia.
- Interviewer: During conversation what are the topics that you usually talk about?
- Participant: About themselves, for example where do you from about their cultures, their experiences. Sometime I also ask about their lives in their own countries and they ask about me too, about our country and why I can speak English.
- Interviewer: How did you understand what the foreigner is talking about?
- Participant: Because they speak clearly and slowly so that I can understand.
- Interviewer: How long do you practice your speaking skill with foreigner?
- Participant: When I talked to them, it was about an hour, maybe when I was in elementary school. It was about five years ago.
- Interviewer: What do you think about the English foreigner presence in Sabang?
- Participant: I got some impacts because of foreigner presence especially for my English speaking skill. By interacting with them I can improve my speaking skill, I can correct my wrong pronunciation to be better in speaking English and they taught me how to do it. Usually if we ask them to teach us how to pronounce well so they will correct it. After that, I also can increase my listening skill combine with my speaking skill. And the most important thing, by foreigner presence I can practice my English speaking skill with them in daily communication. I was remembered that I have ever interacted with them when I was in elementary school. It was the first time that I met with foreigner, I talked with them in a long time, and then we met again in the next meeting with the same foreigner but in different place.
- Interviewer: Do you think there are any improvements in speaking skill after interacting with foreigner? Can you explain it?
- Participant: Yes I can hear how they speak, so I can learn how to speak well because I listen how they speak after interacting with them.
- Interviewer: In what aspect of interacting with foreigner that can help you in improving English speaking skill?
- Participant: I think the aspect of interacting with foreigner is listening aspect. I focus on the way the tourist speaks in English language. Then try to speak after listening them.

Interviewer: How do you feel when you get interaction with foreigner?

Participant: I feel happy and proud, even sometime I'm not really confident how to respond them. But when it's hard to understand what were they talking about I try to ask them to speak slowly by saying "I'm sorry I can't understand it, can you repeat it".



Participant 3

Interviewee : DR
Date of Interview : February, 02nd 2021
Time of Interview : 19. 30 WIB
Place : Online Interview via Phone
Place of Interviewee : Gapang, Sabang

Interview session for research question 1

Interviewer: What do you think about having English speaking skill? Is it important or not?

Participant: I think having English speaking skill is important because English is international language and then it's learnt for education, helping us in seeking job and etc.

Interviewer: Do you speak English in daily communication?

Participant: Sometime I do speak English in my daily communication with my friends and my family

Interviewer: Can you tell me when did you realize that you can speak English?

Participant: I realized that I can speak English since fourth grade in elementary school exactly in MIN Sabang. In that time I learnt English at school and also from English class.

Interviewer: How do you learn your English speaking skill?

Participant: I learn English speaking skill by memorizing some vocabulary that I got from dictionary and from I also studied at school. And I also have ever joined the English course.

Interviewer: Can you explain how does learning English language at school help you in improving your speaking skill?

Participant: Studying English speaking skill at school help me in improving my speaking skill by teacher's explanation and also at school the teacher teaches me by listening to the music, so I got some vocabulary from the song that I can practice in speaking skill.

Interviewer: Besides learning English at school, how do you improve your English speaking skill?

Participant: I improve my speaking skill by joining English course. I joined English course from elementary school, junior high school, and until senior high school.

Interviewer: Can you tell me what can help you in improving your English speaking skill?

Participant: I really want to speak English fluently. I have a motivation to speak English fluently and also my family support me to do that. My environment also support me in improving my English speaking skill such as like I have ever had the opportunity to learn how to be a guide one year ago. Based on my experience during being a guide for tourist, it was an interesting experience because I can interact with English foreigner. So I learnt a lot when I was being a guide such as how to act well in front of them and how to impress them of our place. I became a tour guide based on my school's recommendation, I joined it because I believe that getting interaction with tourists is very meaningful for us especially for local people in Sabang, we spread positivity with each other. So I should be kind and polite to them and not making them disappointed and hopefully they will come back later. This experience was gotten one year ago when my school selected some students for being some tour guide at that day. It was around 3 guides for 15 tourist and we carried them to closed places which have historical values or story. We explained them about Sabang and the historical of it because the tourist came here not only for vacation but also to know something about Sabang.

Interviewer: How did you practice your speaking skill?

Participant: I practice my speaking skill sometime I get used to talk in front of mirror. I do my conversation with myself.

Interviewer: Why do you learn English speaking skill?

Participant: I learn English speaking skill because I want to understand computer language program and I want to speak with tourist and others. And I also want to master how to ask the question and talk in English language with tourist etc.

Interviewer: Did you have any difficulties on the process of improving your English speaking skill?

Participant: I seldom have difficulties on the process of improving English speaking skill. Maybe about grammar, how to do a good communication and some sentences that I don't know the meaning of them.

Interviewer: How did you overcome your difficulties?

Participant: I overcome my difficulties by always keep practicing.

Interview session for research question 2

Interviewer: Have you ever talked to foreigner?

Participant: I have ever talked to tourist in sabang.

Interviewer: How do you start the conversation with foreigner?

Participant: I start the conversation with foreigner by smiling then starting the conversation with making them comfortable to me during interaction.

Interviewer: What are the common questions asked by foreigner?

Participant: Usually the common question asked by tourist is about the history of Sabang and the place that they want to visit or they want to see.

Interviewer: During conversation what are the topics that you usually talk about?

Participant: The topic that I usually talked about is the history of Sabang and some places that they want to visit.

Interviewer: How did you understand what the foreigner is talking about?

Participant: I understand what the tourist was talking about through their words.

Interviewer: How long do you practice your speaking skill with foreigner?

Participant: One hour. The first time I talked to foreigners one year ago. I got opportunity to be a guide in half day.

Interviewer: What do you think about the English foreigner presence in Sabang?

Participant: They can increase our knowledge and develop our insight

Interviewer: Do you think there are any improvements in speaking skill after interacting with foreigner? Can you explain it?

Participant: I think there are some improvements in my speaking skill such as I can know the new vocabulary directly from foreigner that I never know before. And then there are several abbreviations that I learned from them. And I also learned about an English word which has several meanings in different contexts.

Interviewer: In what aspect of interacting with foreigner that can help you in improving English speaking skill?

Participant: I think the aspect of interacting with foreigner is getting used to practice English directly with them. So I can know what the correct expressions that I can use in English language.

Interviewer: How do you feel when you get interaction with foreigner?

Participant: I feel happy and excited when I get interaction with foreigner.



Participant 4

Interviewee : MV
Date of Interview : February, 02nd 2021
Time of Interview : 21. 00 WIB
Place : Online Interview via Phone
Place of Interviewee : Ie Meulu, Sabang

Interview session for research question 1

Interviewer: What do you think about having English speaking skill? Is it important or not?

Participant: I think having English speaking skill is very important because we can communicate with foreign people.

Interviewer: Do you speak English in daily communication?

Participant: Not often but sometime

Interviewer: Can you tell me when did you realize that you can speak English?

Participant: I guess it was about in my elementary school, exactly in sixth grade. When the first time I realized that my English speaking skill was not good, so I decide to take English course to improve my ability in English language.

Interviewer: How do you learn your English speaking skill?

Participant: By listening to the music, reading a book which has English language, watching movie, and playing game. And also I keep practicing to speak English with my friends, parents, and also my relatives.

Interviewer: Can you explain how does learning English language at school help you in improving your speaking skill?

Participant: In my opinion, learning English at school is not good enough in helping me to improve my English speaking skill because at school only focuses on how to comprehend the grammar, such as tenses, or most of reading and listening. So, because of that I took another

English class in the English course to help me in improving my English speaking skill.

Interviewer: Besides learning English at school, how do you improve your English speaking skill?

Participant: So, I improve my English Speaking Skill by joining English course outside the school. After that I also keep practicing to speak with my friends, parents, and also my relatives. I also learn alone by listening to the music and then I search the meaning of the unknown vocabulary which I got from those songs.

Interviewer: Can you tell me what can help you in improving your English speaking skill?

Participant: I think why I want to improve my English speaking skill is because I want to be a doctor. If I can speak English, it can help me to reach my dream. As long as I know being a doctor need to have the skill of English language. Furthermore, English course can be a factor that helps me in improving my speaking skill and my parents also support me in improving English speaking skill by often communicate with me in daily communication.

Interviewer: How did you practice your speaking skill?

Participant: I often practice my English speaking skill in my English course, 3 times a week. I speak with my tutor there. And also my parents often talk to me in English language.

Interviewer: Why do you learn English speaking skill?

Participant: Because I like English language and it is really interesting for me. And I think that having English language is really cool and I can use it to communicate to foreign people around the world. Interestingly, by having this speaking skill I got some friends from another countries and I can communicate with them.

Interviewer: Did you have any difficulties on the process of improving your English speaking skill?

Participant: During the process of improving my English speaking skill, I didn't have many difficulties. I only have difficult about how to memorize the new vocabulary because I'm not good enough in memorizing something.

Interviewer: How did you overcome your difficulties?

Participant: Because I don't like memorizing, I prefer to listen and learn new vocabulary from the lyric of the song. It helps me in remembering vocabulary.

Interview session for research question 2

Interviewer: Have you ever talked to foreigner in Sabang?

Participant: Yes

Interviewer: How do you start your conversation with foreigner?

Participant: When I met with foreigner on the street or on my way, I do greeting first. And there are also the foreigners who come to my house because they are my parents' friends. Then I talked with them.

Interviewer: What are the common questions asked by foreigners?

Participant: The common question was like about asking about me or common daily questions.

Interviewer: During conversation what are the topics that you usually talk about?

Participant: We usually talk about daily conversation, such as about my activities in a day and so on.

Interviewer: How did you understand what the foreigner is talking about?

Participant: I can understand what they were talking about because we communicate with simple talking. So, it's not really hard for me to understand about daily conversation.

Interviewer: How long do you practice your speaking skill with foreigner?

Participant: It was about when I was in elementary school.

Interviewer: What do you think about the English foreigner presence in Sabang?

Participant: I think by English foreigner presence in Sabang has some good impacts for Sabang. The first one, it has increased the Economic in this place, and we as teenagers can interact with them by using English language, I can practice this language directly and I know how to use a good and correct conversation with foreigner by listening from them. So, they help me to improve my English speaking skill

Interviewer: Do you think there are any improvements in speaking skill after interacting with foreigner? Can you explain it?

Participant: Yes, it helps me especially in developing my vocabulary and I think my pronunciation has improved.

Interviewer: In what aspect of interacting with foreigner that can help you in improving English speaking skill?

Participant: In speaking skill, I often listen to the way how they speak and then I practice it.

Interviewer: How do you feel when you get interaction with foreigner?

Participant: I am so excited because I can talk to them directly.



Participant 5

Interviewee : AM
Date of Interview : February, 03th 2021
Time of Interview : 17. 00 WIB
Place : Online Interview via Phone
Place of Interviewee : Gapang, Sabang

Interview session for research question 1

Interviewer: What do you think about having English speaking skill? Is it important or not?

Participant: I think it is very important especially for me as teenage. Nowadays, it will be better if teenagers can speak English language because it makes them easy to do many things, such as we can be active students at school, getting interaction with foreign people, and also make it easier to find a job. As we know English is an international language, so having English speaking skill will give positive impacts in our lives. I'm personally think that if I have the skill of this language, I look like a cool one because I can speak with the tourist in Sabang and I can find a job in easy way by having English speaking skill. For example me, I work at coffee shop and I can use English to communicate with tourists.

Interviewer: Do you speak English in daily communication?

Participant: Before Covid-19 I was talking to tourist in English every single day when I was working, but now I rarely use it because during pandemic there no a lot tourists come here.

Interviewer: Can you tell me when did you realize that you can speak English?

Participant: When the tourist ordered coffee, he spoke in English language and then I could respond them in a good way. After interacting with tourist at that time, I just realized that I can speak English. Surprisingly, I can understand and respond what they said correctly. And it was happened after working about 5 months in the coffee shop. I started my work in November, 2019 and at first I was still confused how to communicate in English with tourist. After a long process, finally I can understand it

and my partner also helped me to be able in speaking English language.

Interviewer: How do you learn your English speaking skill?

Participant: I often listened to the conversation between my friends who can speak English with tourist in coffee shop. So, I listened first then I practiced it based on the way they talk. Basically I imitate them to make me easy in remembering English language like imitating the sentences and so on. The next step I asked my friends to teach me and explain their conversation before then my friend explained to me. Because I often listened what they were talking in English language, I can remember how to speak English language with tourist correctly.

Interviewer: Can you explain how does learning English language at school help you in improving your speaking skill?

Participant: Learning English at school helps me in remembering some vocabulary but School doesn't really help me in improving my speaking skill. At school, it is only taught basic speaking skill not the high level. The school helps us in developing vocabulary because we must memorize vocabulary at least 20 vocabulary in one meeting.

Interviewer: Besides learning English at school, how do you improve your English speaking skill?

Participant: I usually watch western movie without subtitle even though I don't understand the meaning overall. It doesn't matter because I will search the meaning that I don't know. I do it because I want to familiar with English language. So it makes me easy to improve my English speaking skill. Then I also learn English from English learning application, it is named "cake". The last is interacting with tourist because I live in tourism place I often meet with tourist. I improve my English speaking skill by listening them and I keep practicing by communicating with them.

Interviewer: Can you tell me what can help you in improving your English speaking skill?

Participant: Something that help me in improving English are from supports of friends, family and also teachers. And I have a big motivation to be able to speak.

Interviewer: How did you practice your speaking skill?

Participant: I often practice it by talking with myself in front of mirror. I also have a friend from the overseas who has been lived in Sabang for a long time and she can speak bahasa, so I often asked her to teach me how to speak fluently in English language then she will correct me if I speak English incorrectly.

Interviewer: Why do you learn English speaking skill?

Participant: I learn English because I want to find a job easily and I also have the ambition to continue my study abroad. I interest in learning this language because English is the international language. I think not all people in Indonesia can speak English, but I believe that I can do it. I can improve my English if I do my best effort to learn it and keep practicing this language.

Interviewer: Did you have any difficulties on the process of improving your English speaking skill?

Participant: Of course I have the difficulties especially sometime I forget the word in English when I try to speak and English language has difficult pronunciation, I am often feel hard to differentiate the same two pronunciation of words such as how to pronounce the word “egg” and “eight”.

Interviewer: How did you overcome your difficulties?

Participant: I ask to my friends to correct me and also I learn from the application named “cake”, I play the correct pronunciation in that application. And I also ask to tourist for not doing the same mistake anymore.

Interview session for research question 2

Interviewer: Have you ever talked to foreigner?

Participant: Yes, I have ever talked to tourist. The first time I talked to tourist before I work at coffee shop. The tourist came to my mother’s food stall then the tourist wanted to order the rice. He talked to me in English but I didn’t understand at first. After I asked to repeat one more time, I got the point that he wanted to order the rice in our food stall by focusing on the last word he said, it was “rice”. And I got it that he wanted to order rice. Then I often talk to tourist after I get job in the coffee shop.

Interviewer: How do you start the conversation with foreigner?

- Participant: I start the conversation by greeting, asking their days, and so on.
- Interviewer: What are the common questions asked by foreigner?
- Participant: They often ask about the recommended restaurants and also the amazing place that can be visited. And there was also the tourist whom I have ever met in the coffee shop in which I work, asked about me such as “where is your school?”, “how was your school?”, and so on.
- Interviewer: During conversation what are the topics that you usually talk about?
- Participant: The topic was very random. They have ever asked me how to make the cakes in the coffee shop. The tourists often enter to the area of making bakery, such as like traditional food, or brownies, cookies or something else, so they get interested to make it. Luckily our owner of the coffee shop allowed them to use the kitchen and the tourist was taught by my friend who can make the cake and she also can speak English and I accompany her to help the tourist in delivering the way of making cake in English language. My friend and I work together to explain it in a good way to make sure the tourist understood what we were explain about.
- Interviewer: How did you understand what the foreigner is talking about?
- Participant: I often listened and focus on the last word of what foreigner said, such as my previous story about “rice”.
- Interviewer: How long do you practice your speaking skill with foreigner?
- Participant: I have practiced my English speaking skill with foreigner for 1 year, since I started my work in first five months at the coffee shop in 2019 until now.
- Interviewer: What do you think about the English foreigner presence in Sabang?
- Participant: It has some good impacts. The impact is so positive because by tourist presence in Sabang it can increase economical problem in Sabang. And also by their presences, we as teenagers are so interested and excited to learn English because we can learn and practice directly with foreigner, and the last I can get some new friends from foreign countries not only from Indonesia.
- Interviewer: Do you think there are any improvements in speaking skill after interacting with foreigner? Can you explain it?

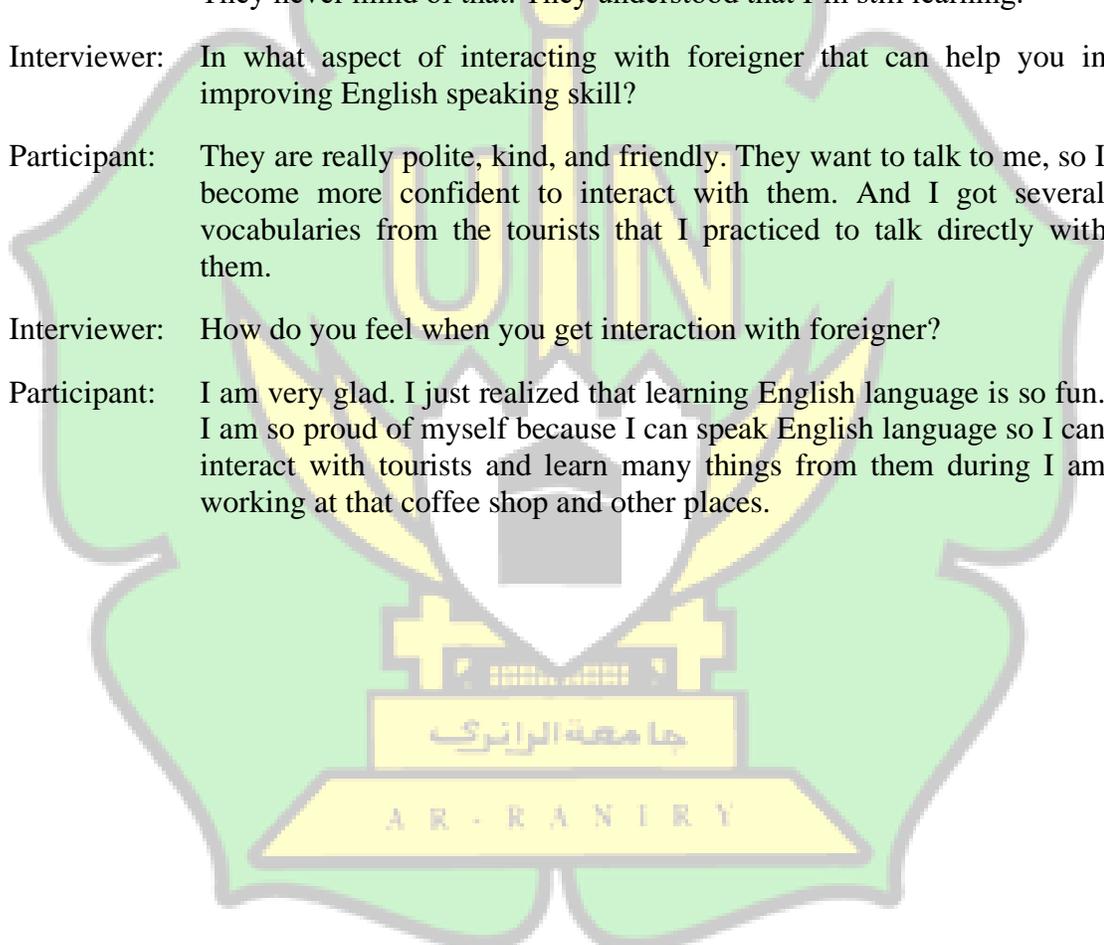
Participant: Yes, I think my English speaking skill has improved such as I can know some words, expressions, or sentences that I did not know before then I knew it after interacting with tourists. For the first time it was so hard to understand what they were talking about but day by a day I have done my best effort to be able in having speaking skill until now. I tried to learn what I can learn from them then I also ask about what I don't understand then I also learn by myself. Based on my story, I have ever talked with a tourist but I didn't know meaning of words, so I learnt it by looking for the word in dictionary then in next day I met him again then I apologized about what happened yesterday. They never mind of that. They understood that I'm still learning.

Interviewer: In what aspect of interacting with foreigner that can help you in improving English speaking skill?

Participant: They are really polite, kind, and friendly. They want to talk to me, so I become more confident to interact with them. And I got several vocabularies from the tourists that I practiced to talk directly with them.

Interviewer: How do you feel when you get interaction with foreigner?

Participant: I am very glad. I just realized that learning English language is so fun. I am so proud of myself because I can speak English language so I can interact with tourists and learn many things from them during I am working at that coffee shop and other places.



Appendix E: Documentation of Research

-Interview session

