# Analyzing Lexical Resource in the Speaking Skill of Street Vendors in Tourism Area

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## ABSTRACT

This study investigates the lexical resources utilized by street vendors in a popular tourism area and their impact on effective communication with international tourists. Through qualitative analysis of speech samples from a diverse group of vendors, the research identifies common vocabulary patterns, the extent of lexical diversity, and the use of language adaptation strategies such as code-switching and simplification. The findings reveal that while vendors often rely on a limited vocabulary, they effectively use context-specific terms and non-verbal cues to enhance mutual understanding. Additionally, the study highlights the challenges faced by vendors due to language barriers and suggests potential language training programs to improve their communicative competence. This research underscores the importance of targeted lexical resource development to boost vendors' speaking skills, ultimately contributing to better customer interactions and increased economic opportunities in the tourism sector.

**Keyword:** *Lexical Resource; Speaking Skill; Street Vendors; Tourism Area.*

## ABSTRAK

Studi ini menyelidiki sumber daya leksikal yang digunakan oleh pedagang kaki lima di kawasan wisata populer dan dampaknya terhadap komunikasi efektif dengan wisatawan internasional. Melalui analisis kualitatif terhadap sampel ujaran dari berbagai kelompok vendor, penelitian ini mengidentifikasi pola kosa kata yang umum, tingkat keragaman leksikal, dan penggunaan strategi adaptasi bahasa seperti alih kode dan penyederhanaan. Temuan ini mengungkapkan bahwa meskipun vendor seringkali mengandalkan kosa kata yang terbatas, mereka secara efektif menggunakan istilah-istilah yang spesifik pada konteks dan isyarat non-verbal untuk meningkatkan saling pengertian. Selain itu, penelitian ini menyoroti tantangan yang dihadapi oleh vendor karena kendala bahasa dan menyarankan program pelatihan bahasa yang potensial untuk meningkatkan kompetensi komunikatif mereka. Penelitian ini menggarisbawahi pentingnya pengembangan sumber daya leksikal yang ditargetkan untuk meningkatkan keterampilan berbicara vendor, yang pada akhirnya berkontribusi pada interaksi pelanggan yang lebih baik dan

peningkatan peluang ekonomi di sektor pariwisata.

**Kata Kunci:** *Sumber Daya Leksikal; Keterampilan Berbicara; Pedagang kaki lima; Kawasan Pariwisata*

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## INTRODUCTION

Speaking skills are the main thing in communicating or exchanging mindsets. By talking, we can convey information and get wider information. According to Tarigan (2008: 16) it is the ability to articulate sounds or words to express, express or convey thoughts, ideas and feelings. Furthermore, speaking according to Mulgrave (in Tarigan, 2008: 16) is a means of communicating structured ideas. And developed according to the needs of the listener or carrier. For this reason, vocabulary is an important part of speaking, especially in English. Vocabulary is the wealth of words used in a language (Soedjito et al, 2011:3). When learning a language, you cannot separate it from learning vocabulary, because vocabulary has a very important role in determining the fluency of communication. Communication can be done through various languages, including English. The existence of vocabulary in English is one of the requirements to be able to master English.

A street vendor is an informal sector activity which uses simple physical form, relatively small, cheap, semipermanent and movable stated Rochmad (2005). Rochmad characterized street vendors by the type of building structure they use and therefore confirmed Bhowhik's definition. Bose and Mishra (2013) describe a more holistic definition about street vendors, as follow: "A "street vendor" is usually a person engaged in vending of articles, goods, wares, food items or merchandise of everyday use or offering services to the general public, in a street, lane, sidewalk, footpath, pavement, public park or any other public place or private area or from a temporary built-up structure or by moving from place to place and includes hawker, peddler, squatter and all other synonymous terms which may be local or region specific." So according to Bose & Mishra, street vendors also include persons that are offering services. Street vendors are selling goods or offering services, both in the public area and private area the same as in kuta mandalika. It is very important for street vendors to be able to speak well and correctly. Because it will influence buyers, they will be interested in the goods being sold if they can introduce or offer merchandise in a good language such as English. One of the most important aspects for English speakers to master is speaking (Nunan, 1991).

In conclusion, based on previous research which only discusses various lexical resource

problems in the formal environment. Therefore, the focus of this research is to Exam the lexical resource of street vendors in tourism area or informal situation based on IELST Speaking descriptor. The researcher is interested to conduct the research entitled "analyzing lexical resource in the speaking skill of street vendors in tourism area". This research will be conducted in Kuta, Mandalika among nine street vendors who coincide directly on the edge of Kuta beach. In specific, the aim of this research is to find out or see the extent of the ability of street vendors in the Kuta Mandalika area to explore lexical resources, using the speaking IELTS band descriptor.

## METODE RESEACH

### a. Research design

Qualitative research is a research method that aims to understand social phenomena or human behavior from the participant's perspective. This research prioritizes in-depth data collection through techniques such as interviews, observation and document analysis. The primary focus of qualitative research is exploration, description, and in-depth understanding of a phenomenon, rather than measurement or rigorous hypothesis testing. Benefits of qualitative research deep understanding, flexibility, contextualization, richness of data, recognized subjectivity, and new theory. The participants of this study were 9 street vendors in Kuta, Mandalika, consisting of 9 people. The criteria for selecting participants are an uneducated background or graduates of elementary, junior, and senior high school with an age range of 21-50 years. The participants were chosen based on their lack of prior educational experience and their ability to Speak in English. Furthermore, this research inquiries about individuals who lack a higher level of education but are capable of effectively pronouncing and communicating words. The present Research took the time to be conducted from May to June.

### b. Data collection

This research collects data using structured interviews. Prepare a list of fixed questions that cover topics such as the types of vocabulary frequently used, difficulties in language use, and their learning sources. Such as: What words or phrases are most often used when talking to tourists. What are the biggest difficulties faced when communicating in a foreign language? How they learn new words or phrases in a foreign language using standard IELTS rubrics. To gain the data, the present research used IELST rubric to know the level of Street vendors lexical resource at Mandalika. The data in this study was obtained from interviews With the IELST rubric. This research aims to interview the participants, especially street vendors, Based on their IELTS descriptors. The IELTS rubric is a standardized scoring system for

Assessing the speaking and writing skills of English language learners (Li, 2019). It evaluates Vocabulary, grammar, pronunciation, coherence, and task performance. Through the utilization Of this rubric, assessors are able to deliver uniform and equitable assessments of the language Skill levels of individuals taking the test. The main goal of the IELTS rubric is to ensure that Scores properly indicate a candidate's proficiency in the English language (Enayat and Jaleh, 2020).

In this research, a series of steps were taken to collect data from the beginning to the end of the analysis of lexical resource on the street. Therefore, the present research was conducted by interviews. According to Sudijono (2011, 82), Interviews are a data collection technique used to collect Information. the interview method is a fesearch approach that involves obtaining information from individuals by asking respondents questions directly (Weller, 1998). Additionally, a researcher used interviews to assess street vendors' vocabulary levels. This research includes questions including various topics such as hobbies, daily life, favorite foods, and matters relating to the daily activities of street vendors in the tourism area. each section of the interview lasts for 3-5 minutes. This interview is designed with dialogue and monologue. through the process of recording interviews, researchers can increase the effectiveness of data analysis and discern significant themes or patterns (Mengxuan and Gail, 2012). Apart from that, an interview is a communication or interaction process between the interviewer and the interviewee to obtain good and clear verbal and face-to-face information. After conducting the interview and Recording the interview script, the present research will compare the street vendor lexical resource With the IELTS rubric. Based on their IELTS lexical resource, they will receive a score within the Range of 1 to 9.

c. **Findings and Discussion**

This study's research finding focuses on the interview results, which were conducted in Kuta Mandalika In the research findings, the researcher described the processing of collecting data which includes assessment criteria, IELTS rubric speaking skills, and distributor lexical resource score band to nine street vendors as the sample of this study. Assessment criteria is needed by the researcher to extent the level of street vendor's lexical resource based on IELST rubric and the table above shows many categories for each band such as not competent, limited, intermediate, good and excellent. The further function of the assessment criteria is to make easy for the researcher to classification about the street vendor's lexical resource.

Table 1: Assessment criteria of the IELTS rubric

| Aspect | Range | | | | |
|---|---|---|---|---|---|
| | Not competent | Limited | Intermediate | Good | Excellent |
| Lexical resource | 0-3,5 Band | 4-5 Band | 5,5- 6,5 Band | 7-8 Band | 8,5-9 Band |

Source: authors' analysis (2024)

Table 2 : Analysis result of street vendor's of lexical reousce

| Band Score | Lexical resource | A | B | C | D | E | F | G | H | I |
|---|---|---|---|---|---|---|---|---|---|---|
| 9 | Total fllexibility and precise use in all contexts. | | | | | | | | | |
| | Sustaned use of accurate and idiomatic language. | | | | | | | | | |
| 8 | Wide resource, readily and flexibly used to discuss all topics and convey precise meaning. | | | | | | | | | |
| | Skilful use of less common and idiomatic items despite occasional inaccuracies in word choice and collocation. | | | | | | | | | |
| | Effective use of paraphrase as required. | | | | | | | | | |
| 7 | Resource flexibly used to discuss a variety of topics. | | | | | | | | | |
| | Some ability to use less common and idiomatic items and an awareness of style and collocation is evident though inappropriacies occur. | | | | | | | | | |

| | | | | |
|---|---|---|---|---|
| | Effective use of paraphrase as required. | | | |
| 6 | Resource sufficient to discuss topics at length. | √ | | √ |
| | Vocabulary use may be inappropriate but meaning is clear. | | | |
| | Generally able to paraphrase successfully. | | | |
| 5 | Resource sufficient to discuss familiar and unfamiliar topics but there is limited flexibility. Attempts paraphrase but not always with success. | √ | | |
| 4 | Resource sufficient for familiar topics but only basic meaning can be conveyed on unfamiliar topics. | | √ | |
| | Frequent inappropriacies and errors in word choice. | | | |
| | Rarely attempts paraphrase. | | | |
| 3 | Resource limited to simple vocabulary used primarily to convey personal information. | √ | √ | √ |
| | Vocabulary inadequate for unfamiliar topics. | | | |

| | | | |
|---|---|---|---|
| 2 | Very limited resource. Utterances consist of isolated words or memorised utterances. | √ | √ |
| | Little communication possible without the support of mime or gesture. | | |
| 1 | No resource bar a few isolated words. | | |
| | No communication possible. | | |
| 0 | Does not attend. | | |

Source: authors' analysis (2024)

Table 3 : Table score of street vendor's lexical resource

Lexical resource

| Participant | Overall Score | Description | Level of proficiency |
|---|---|---|---|
| A | 2 | Very limited resource. Utterances consist of isolated words or memorized utterances. | Not competent |
| | | Little communication possible without the support of mime or gesture. | |
| B | 3 | Resource limited to simple vocabulary used primarily to convey personal information. | Not competent |
| | | Vocabulary inadequate for unfamiliar topics. | |
| C | 6 | Resource sufficient to discuss topics at length. | Intermediate |
| | | Vocabulary use may be inappropriate but meaning is clear. | |
| | | Generally able to paraphrase successfully. | |
| D | 5 | Resource sufficient to discuss familiar and unfamiliar topics but there is limited flexibility. | Limited |
| | | Attempts paraphrase but not always | |

| | | with success. | |
|---|---|---|---|
| E | 3 | Resource limited to simple vocabulary used primarily to convey personal information. Vocabulary inadequate for unfamiliar topics. | Not competent |
| F | 2 | Very limited resource. Utterances consist of isolated words or memorized utterances. Little communication possible without the support of mime or gesture. | Not competent |
| G | 4 | Resource sufficient for familiar topics but only basic meaning can be conveyed on unfamiliar topics. Frequent inappropriate and errors in word choice. Rarely attempts paraphrase. | Limited |
| H | 6 | Resource sufficient to discuss topics at length. Vocabulary use may be inappropriate but meaning is clear. Generally able to paraphrase successfully. | Intermediate |
| I | 2 | Very limited resource. Utterances consist of isolated words or memorised utterances. Little communication possible without the support of mime or gesture. | Not competent |
| Overall lexical resource | | 3,6 | |

Source: authors' analysis (2024)

From the table above you can see the results of the nine street vendors, some of which are in positions 6 5 4 3 and 2.

**RESULT AND DISCUSSION**

Figure 1. IELTS Lexical Resource Overall Score
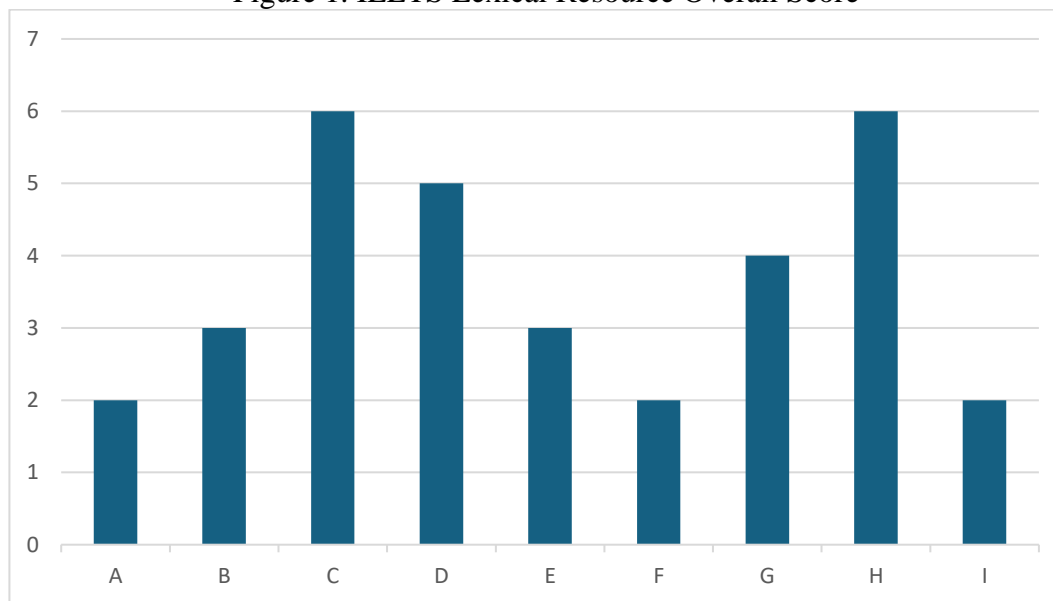


Source: authors' analysis (2024)

The table above IELTS lexical resources provides an overview of the expected vocabulary proficiency research results at various band scores. This highlights the importance of lexical resources in the IELTS exam, which assesses the range and accuracy of a candidate's vocabulary in spoken and written contexts. This chart serves as a valuable guide for test takers to understand the vocabulary level they will need to achieve a higher band score, emphasizing varied and appropriate use of language to communicate ideas effectively. There were 2 of the highest, namely participants "C and H" they were able to distribute the topic at length, even though the use of vocabulary was not perfect but the meaning was clear and precise. That's why they are among the highest participants in using vocabulary. For example the word, "enjoy with him" should be "i enjoy his company" "he my life" should be "he is my life". "i like all kids" should be " i like all children too". As already analyzed, it is very clear that bands C and H use imperfect vocabulary but the meaning is correct.

*"The kind of vegetarian like beans and like aa you know like long beans. Like aa when in the morning time and in the afternoon time. We eat two times."*

*"I enjoy with him because he my life my children, and I like all kids too because they are small and cute".*

For intermediate participants, there are 4, namely: "B, D, E and G."  They often use or choose

vocabulary that is inappropriate and wrong. Lacks simple vocabulary resources to convey personal information. Lack of adequate vocabulary making it a bit difficult for unfamiliar topics. They can convey topics they are familiar with to unfamiliar topics and understand them. And sufficient vocabulary resources to cover unfamiliar topics, but limited flexibility. For excample, when using vocabulary in the section " the cooking together also" here you should use the word " cook ", part " the bead pink " and part " but all people come here from the teacher from the immigrant teacher ". The structure and word choice are unclear.

*"Not always together but sometimes, because sometimes also we just like organize for like together to do something and the cooking together also and then 1 house one sister, and 1 week in 1 sister more".*

*"Then going to some other beach like Tanjung Ann or Cheggar beach. Because they have many places for surfing or for swimming is more beautiful".*

*"I like look. The beach pink. Yes, and the bead pink is a very beautiful bead pink. Nice full look boot. Maybe if the. Yes, yesterday I already got vintage".*

*"Because now I come selling now here but all people come here from the teacher from the immigrant teacher because now here but all many in Kuta Mandalika because not all nobody very quite taking the many now".*

For the lowest participants there are 3, namely: "A F and I" due to the lack of vocabulary resources they have, i they only use isolated vocabulary or memorized vocabulary. That's what results in a lack of attraction. Isolated words: words that are often used alone or in very simple contexts, for example "name", "me", "you", "yes", "beach", "bracelet", "because", "happy" , "tv show", and "very much".

*" Name… me…, me in name… ibu desita. And you? Ohh yes, family me selling…. My sister go selling.. in beach…, selling… sarung, bracelet… blanket."*

*"AA Sometimes like everyday because not all day we start like 10:00 untik 11:00 that's it so we come here see and job because we love selling very much because that we like very much"*

*"tv channel that is global tv and I watch family 100 for one day and I love family 100 because it makes me happy to see that tv show and enjoy it."*

## CONCLUSION

This research was conducted at Kuta tourism, Mandalika, 9 participants were selected to obtain data findings. The methodology used in this research is a qualitative descriptive method. This research aims to examine how street vendors in tourist areas use vocabulary using IELST speaking band descriptors. By conducting this research, researchers want to identify the level of speaking proficiency in using certain vocabulary. The sample used in this study was street vendors who had no educational background, at least up to high school. In general, the level of vocabulary use was "limited", where there were those who got band 6, around 2 people, and the

criteria were limited, namely more than that. , which is about 4 people. Regular education is not the best way to improve speaking skills, but it is by far it doesn't make them weak to continue learning while selling and so on, that helps make them better at speaking.

Limited vocabulary can affect customer attraction and satisfaction, as well as sales potential. Isolated vocabulary, and the use of incomplete phrases, indicate a lack of understanding of correct sentence structure. In addition, the repetitive use of memorized vocabulary without variation indicates a lack of flexibility in communication. From the results of this research, English language training should be provided that focuses on practical vocabulary and the use of sentences commonly used in interactions with tourists. This training should include daily conversation exercises that are relevant to buying and selling activities. In addition to language, provide training on tourist culture and habits. An understanding of tourists' cultural backgrounds can help street vendors adapt their communications to be more effective and polite. And researchers hope that someone will continue similar research and can use it as a reference.

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