Chapter II
The English Speaking Skill of Front Liner Staff at Sakata Convenxia Tours & Travel in Handling Customer

2.1. Language Skill

In learning English, there are 4 skills that should be learnt: reading, writing, listening, and speaking (Brown, 2001:232). The classification of these skill is divided into two classifications, receptive and productive. Reading and listening are included in the receptive skill because both of these skill involve active participation in the creation of meaning (Bueno, 1999). Meanwhile, writing and speaking are included in the productive skill because both of these skill need to produce the language.

The four skills in English as follow:

1. Reading Skill

   Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that help build vocabulary that helps listening comprehension at the later stages, particularly.

2. Listening Skill

   Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really man is listening and understanding what we hear.

3. Writing Skill

   Writing is a productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since in involves not just a graphic representation of speech, but the development and presentation of through in a structured way.

4. Speaking Skill

   Speaking is the productive skill in the oral mode. It like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Interactive speaking situation include face-to-face conversations and telephone calls, in which we are alternately listening, and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

2.2. Speaking Skill for Front Liner

Tarigan (1990: 8) said that *"Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari"*. It means that speaking as the way of communication influences our individual life strongly. Speaking skill is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test (Brown,

2004:140). Based on the statement above, speaking skills is a productive skill that must be accurate and effective

Speaking skill is one of the key in the human life to improve their communication. According to Tarigan (1985) *"Kemampuan berbicara adalah kemampuan mengucapkan bunyi- bunyi artikulasi kata- kata, yaitu mengekspresikan, menyatakan, serta menyampaikan fikiran, gagasan dan perasaan."* The writer concludes that front liner at Sakat Convenxia must have good speaking skill, in order to deliver the information about Sakata Convenxia to the International tourist.

According to Ladousse (Nunan, 1991) speaking is described as the activity as the ability to express oneself in the situation or activity to report acts or situation in precise words or the ability to converse to express a sequence of ideas fluently. It means that speaking as the way of communication influences our individual life strongly. Furthermore, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener. In additions speaking determining which logical linguistic, psychological a physical rule should be applied in a given communicate situation". It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate.

Six categories of speaking skill area from Brown (2004). Those six categories are as follows:

1. Imitative

   This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The importing thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

2. Intensive

   This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

3. Responsive

   Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4. Transactional (dialogue)

It is carried out of the purpose of conveying or exchanging specific information. For example, here is conversation which is done in pair work.

5. Interpersonal (dialogue)

Is it carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of personal speaking performance are interview, role play, discussions, conversations, and games.

6. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

Speaking skill could be judge from five aspects, they are; Intonation, pronunciations, grammar, fluency and diction. According to Florez (1999) "a good English speaker is who fulfilled the elements as follows:

1. Producing the sound, stress patterns, rhythmic structures and intonation of the language.

2. Using grammar structures accurately.

3. Assessing characteristics of the target audience, including shared knowledge or shared points of references in perspectives.

4. Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed and the setting in which the speech act occurs.

Those elements are the based on theory that the writer would applied to judge the front liner's English speaking skill at Sakata Convenxia.

2.2.1 Assessing Speaking Skill

In assessing speaking skill, there are some criteria that should be concered by the assessor. Estaire and Zanon (1994) mentioned that there are 3 aspects for assessing speaking performance, they are:

1. Message (Getting the message across)

2. Linguistic Aspects

    a. Fluency

    b. Accuracy: Grammatical Control, Lexical Control, Pronunciation, Intonation, Stress.

3. Interactive Aspects (Involving interlocutor(s))

    a. Speed of interaction

    b. Handling of unpredictable elements

    c. Independence from interculator(s)/ability to initiate

Figure 2.1

Criteria for Assessing Speaking Performance
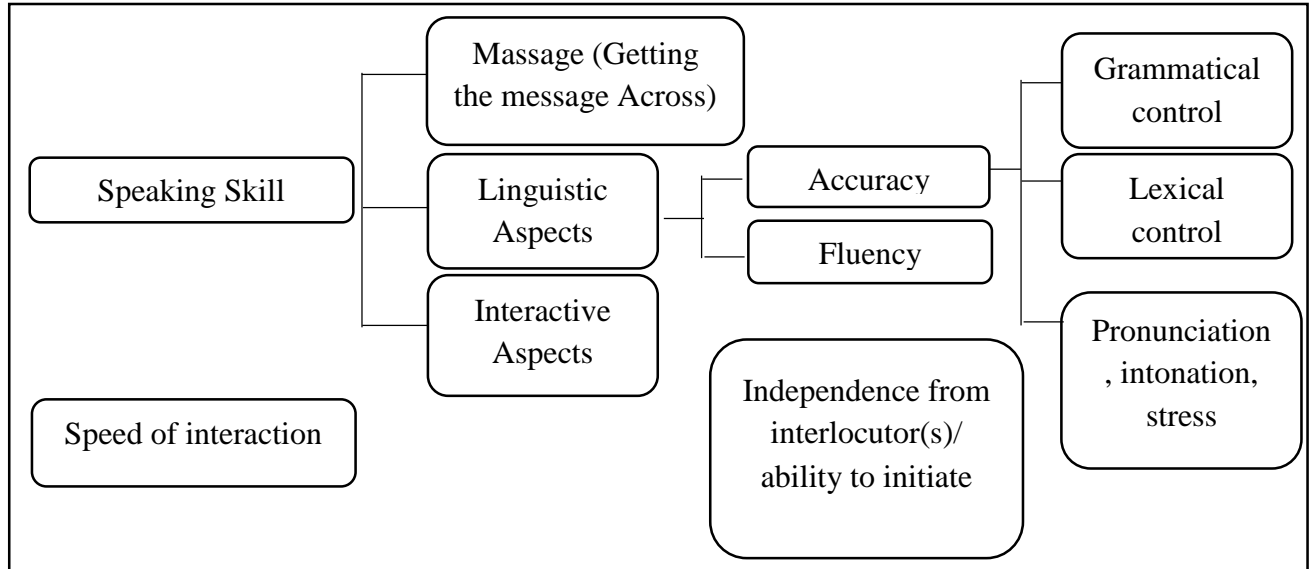
Source: Estaire and Zanon (1994 : 44)

Garbutt and O' Sullivan (1991) stated that three are 3 main subjects that can be used as subject to be assessed, they are:

1. Pronunciation

2. Grammar

3. Effective of Communication

The checklist below presents some of the key characteristics of effective communication, such as: speaker's purpose, volume, speed, eye contact, feedback, body language and content.

Table 2.2

Checklist of Affective Communication

Speaker's Purpose	
Very Clear	The speaker can deliver his/her purpose to the foreign guest clearly
Fairy Clear	The speaker having difficulty in delivering his/her purpose to the foreign guest but still understandable
Unclear	The speaker have a lot of difficulties in delivering his/her purpose to the foreign guest do not understand what the speaker said
Volume	
Too Loud	The speaker speaks too loud
Just Right	The speaker speaks in a right level
Not loud enough	The foreign guest cannot hear what the speaker spoke
Speed	
Too Fast	The speaker speed too fast
Just Right	The speaker speaks in the right speed
Too Low	The speaker speaks slowly. Lot of interlude
Eye Contact	
Maintain eye contact	The speaker keep an eye contact when he/she make an conversation to the foreign guest
Avoid eye contact	The speaker avoids eye contact when he/she make conversation to the foreign guest

Feedback	
Always	The speaker always gives a feedback when talking to the foreign guest
Sometimes	The speaker sometimes gives a feedback when talking to the foreign guest
Never	The speaker never gives feedback to the foreign guest
Body Language	
Appears Nervous	The speakers is not confident to make a conversation with guest
Appears Relaxed	The speaker is confidence to make a conversation to the guest
Content	
Totally Relevant	The content of the speaker in giving explanation is totally relevant with the subject
Sometimes Irrelevant	The content of the speaker in giving explanation is sometimes with the subject
Totally Irrelevant	The content of the speaker in giving explanation is totally irrelevant with the subject

Source: Gabutt and O'Sullvan (1991 : 146)

Brown (2001) mentioned they are 3 categories in testing the speaking proficiency, they are; Grammar, Vocabulary, Comprehension, Fluency, Pronunciation and task.

Table 2.3

Oral Proficiency Test Scoring Categories

Categories	Score				
	1	2	3	4	5
Grammar	Errors in grammar are frequent, but speaker can be understood.	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on on	Able to use the language accurately on all levels normally pertinent to professional needs. Error in grammar are quite rare.	Equivalent to that of an educated native speaker.

			practical, social, and professional topics.		
Vocabulary	Speaking vocabulary inadequate to express anything.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabular	Can understand participate in any conversation within the range of his experience with a high degree of precision of vocabulary.	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, and pertinent cultural refrences.

			y is broad enough that rarely has to grope for a word.		
Comprehension	Within the scope of his very limited language experience can understand simple questions and statements if delivered with slowed speech, repetition,	Can get the gist of most conversation of non-technical subject.	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of his experience.	Equivalent to that of an educated native speaker.

		or paraphrase.				
Fluency	No specific fluency description.	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	

		information.		degree of fluency.	
Pronunciation	Errors in pronunciation are frequent but can be understood.	Accent in intelligible though often quite faulty.	Errors never interfere with understanding and rarely disturb that native speaker. Accent may be obviously foreign.	Errors in pronunciation on are quite rare.	Equivalent to and fully accepted by educated native speakers.
Task	Can ask and answer questions on topics very familiar to him.	Able to satisfy routine social demands and work requirement; needs	Can participate effectively in most formal and informal conversati	Would rarely be taken for a native a speaker but can respond appropriat	Speaking proficiency equivalent to that of an educated

| | | help in handling any complicatio n or difficulties. | ons on practical, social, and profession al topics. | ely even in unfamiliar situations. Can handle informal interpretin g from and into language. | native speaker. |

2.3. Front Liner

According to Syafri (2015) Front liner *adalah barisan terdepan yang berperan dalam aktifitas sebuah Bank atau kantor jasa yang berhubungan langsung dengan customer, penempatan front liner akan menciptakan kesan pertama yang menampilkan bagaimana pelayanan yang terdapat pada suatu Bank atau kantor jasa.* The front liner is the front line that plays a role in the activities of a bank or service office that is directly related to the customer, the placement of the front liner will create a first impression that shows how services are in a bank or service office.

Furthermore, according to Trinita (2016) Front liner *adalah seseorang yang memberikan informasi dengan jelas dan lengkap kepada*

customer dan menjadi garda depan dari suatu bank atau kantor jasa lainnya. The front liner is someone who provides information clearly and completely to customers and becomes the vanguard of a bank or other service office. From both statement above, the front liner is the vanguard that serves to provide customers with complete and clear information

2.4. Travel Agency

According to Yoeti (2003:58) *Biro perjalanan (Travel) adalah suatu perusahaan yang memperoleh pendapatan dan keuntungan dengan menawarkan dan menjual produk serta jasa-jasa pelayanan yang diberikannya kepada pelanggannya*. Travel agency (Travel) is a company that generates revenue and profits by offering and selling products and services it provides to its customers.

According to Foster (2000:77) *Biro perjalanan (Travel) adalah sebuah perusahaan yang menjual rancangan perjalanan secara langsung pada masyarakat dan lebih khusus lagi menjual transportasi udara, darat, laut; akomodasi penginapan; pelayaran wisata; wisata paket; asuransi perjalanan; dan produk lainnya yang berhubungan.* Travel Agency (Travel) is a company that sells direct travel plans to the public and more specifically sells air, land, sea, lodging; cruise tours; tour packages; travel insurance; and other related products.

From both statement above, companies that offer and sell products. More specially selling are air, land, sea transportation, lodging

accommodation, cruise tours, package tours, travel insurance and other related products.

2.5. Costumer

According to Greenberg (2010) *Pelanggan adalah seorang individu ataupun kelompok yang membeli produk fisik ataupun jasa dengan mempertimbangkan berbagai macam faktor seperti harga, kualitas, tempat, pelayanan dsb berdasarkan keputusan mereka sendiri.* The customer is an individual or group that buys physical products or services by considering various factors such as price, quality, place, service, etc based on their own decisions.

According to Nasution (2001) *pelanggan adalah semua orang yang membeli suatu produk tertentu baik berupa barang atau jasa*. The customers are all people who buy certain products in the form of goods or services. From both statements above, the customer is an individual and group that buys an item or service and considers several factors.