

Chapter II

English Skill of Ticketing Staffs of Saung Angklung Udjo

2.1. English Communication Skill

“Kemampuan berasal dari kata mampu yang berarti yang pertama kuasa (bisa, sanggup) melakukan sesuatu dan kedua berada”
(Alwi, 2002: 707-708)

“bahasa merupakan struktur dan makna yang bebas dari penggunaanya, sebagai tanda yang menyimpulkan suatu tujuan” (Rasyid, Mansyur & Suratno, 2009: 126)

“Bahasa berarti sistem lambang bunyi yang arbitrer, yang digunakan oleh semua orang atau anggota masyarakat untuk bekerjasama, berinteraksi, dan mengidentifikasi diri dalam bentuk percakapan yang baik, tingkah laku yang baik, sopan santun yang baik.” (Alwi, 2002: 88)

From the description above, it can be concluded that language ability is the ability, skill, wealth of speech, thoughts and feelings of human beings through sounds that are arbitrators, used to cooperate, interact, and identify themselves in good conversation.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and

expressions are needed in conveying messages directly without any accompanying speech.

Mackey and Goo (2007, 407-453.) also suggested that engagement in L2 interaction impacts positively on L2 learning. The reason for this is due to learners can get feedback from interacting, in the form of negotiation of meaning, with their teachers and peers. Despite these benefits, we need to consider the quality of the interaction in the sense that we need to vary the activities, expose learners more to the target language and to and have clear and specific objectives in every language interaction.

From the description above, it can be concluded that communication require more than only verbal communication. And in learning second language will positively give an impact to the interaction.

2.2. Language Skill

Fauziati (2010:15) points out that “mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measure in term of ability to carry out a conversation in the language”.

In learning English, there are four 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. 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 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 mean is listening and understanding what we hear. Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated.

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 it involves not just a graphic representation of speech, but the development and presentation of thought 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 situations 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.

Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Brown and Yule in Nunan (1989: 26-27) differentiate two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information.

According to Nunan (1989: 32) successful oral communication involves:

- a. the ability to articulate phonological features of the language comprehensibly
- b. mastery of stress, rhythm, intonation patterns
- c. an acceptable degree of fluency
- d. transactional and interpersonal skills
- e. skills in taking short and long speaking turns
- f. skills in the management of interaction
- g. skills in negotiating meaning
- h. conversational listening skills (successful conversations require good listeners as well as good speakers)
- i. skills in knowing about and negotiating purposes for conversations
- j. using appropriate conversational formulae and fillers

2.3. Speaking Skill of Ticketing Staff

“berbicara adalah proses perubahan wujud pikiran/perasaan menjadi wujud ujaran”. (Suhendar, 1992:20).

“berbicara atau bertutur adalah perbuatan menghasilkan bahasa untuk berkomunikasi sebagai salah satu keterampilan dasar dalam berbahasa” (Laksono, 1982:25) *“berbicara adalah keterampilan memproduksi arus sistem bunyi artikulasi untuk menyampaikan kehendak, kebutuhan, perasaan, dan keinginan pada orang lain* (Mukhsin in Carolina, 2001:18).

Slamet (2007:12) explains that speaking is an activity of expressing the speaker's ideas, feelings, and desires that need to be expressed to others in the form of speech. Whereas according to Akhdiah (1992:3) speaking is the skill of conveying messages through spoken language.

Next, Nurhatim (2009:1) explained that speaking is a form of verbal communication carried out by humans in the context of expressing ideas and ideas that have been compiled in mind. while Suharyanti (1996:5), stated that speaking is a system of audible signs that can be seen (visualble) that utilize a number of muscles and muscle tissue of the human body for the purpose and purpose of the ideas communicated.

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 (1984:15) *“Kemampuan*

berbicara adalah kemampuan mengucapkan bunyi- bunyi artikulasi kata- kata, yaitu mengekspresikan, menyatakan, serta menyampaikan pikiran, gagasan dan perasaan.” The writer concludes that the ticketing staff of Saung Angklung Udjo must have good speaking skill, in order to deliver an information related to Saung Angklung Udjo to the International tourist.

According to Ladousse (in Nunan, 1991: 23) 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.

There are six categories of speaking skill area from Brown (2004: 271) 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 important 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 text 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: 3) “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 ticketing English skill at Saung Angklung Udjo

2.3.1 Assessing Speaking Skill

Speaking is one of four skills in language learning that is very important. Through the speaking activity, people can communicate with the other people. Hornby (1995:37) states that through speaking language learners will be judged upon most in real life situation.

In assessing speaking skill, there are some criteria that should be concered by the assessor. Garbutt and O'Sullivan (1991: 146) 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.

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

Eyes 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'Sullivan (1991 : 146)

4 Service

It has been suggested that, in the past, many organisations have been satisfied with simply appeasing their customers whereas today the emphasis is on customer satisfaction. In the future, more and more organisations will be concerned with achieving customer delight. The reason for this may be that “evidence indicates that satisfying customers is not enough to retain them because even satisfied customers defect at a high rate in many industries” (Schneider and Bowen, 1999: 35-45). It should be noted that a strategy of delighting customers may not be appropriate for all organisations. Dube and Menon (2000: 34-42.), for example, suggested that in hospital contexts, managers should be more concerned with reducing the drivers of dissatisfaction.

While many academics have made contributions to the now extensive literature on service quality, its attributes, dimensions and factors, its nature and how it can be improved, for example, there is much less work on service excellence and how organisations can achieve delighted customers. Although we may know when we have received excellent service, and indeed poor service, defining it, and

operationalising it, appears to be more difficult. Surprisingly, little has been written defining the nature of excellent service and its outcome, delight, “Customer delight is a new concept in satisfaction research” (Oliver, 1997: 319).

From the discussion above can be concluded that service is one of the most important aspect of the tourism industry. And the way of maintaining a good service by delivering the satisfaction needed by the customers.