

***QA-Frame* as Media in Learning “*Selling and Buying*” Expressions of Traders in
Kawasan Wisata Kota Lama Semarang**

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Abstract

The background of this research is based on phenomenon that traders' of Kawasan Wisata Kota Lama Semarang in speaking needs to be improved. Some of them were still lazy to speak English because they do not have enough idea of what to speak. *QA-Frame* is a speaking learning media that contains selling and buying expressions with the meaning. The purpose of this research can be stated as follow: (1) To find out how is the implementation of *QA-Frame* as learning media for traders in Kawasan Wisata Kota Lama Semarang. (2) To find out what are the problems faced by traders through *QA-Frame* as media in Kawasan Wisata Kota Lama Semarang. This research is qualitative method. The subject of this research was traders in Kawasan Wisata Kota Lama Semarang. The researchers took three traders for our sample. They are Mr. Nanang; Mr. Riki; and Mrs. Desi. They were traders in Pasar Klitikan. In collecting the data, the researchers used observation and interview. The result of this research showed that the implementation of *QA-Frame* media accepted for the traders to improve their selling and buying expression. In the other hand, the implementation of *QA-Frame* media have some problems, such as: possessed limited English speaking skill, the traders only knew some basic vocabulary about the price, the small traders did not “have the necessary vocabulary to give directions to tourists”, the traders cant not memorization and repetition, production and communication strategies to process the language input from various sources for their spoken output, the traders have limited grammatical, sociolinguistic and discourse competence.

Keywords: *English speaking skill, traders, media, QA-Frame.*

Introduction

English is the second language of Indonesian. As the second language, we should master English language. When we talk about English Learning, we will know

the fourth ability in learning English namely listening, reading, writing and speaking. One of the most skill in learning English is speaking.

English ability is a matter that must be mastered specifically for merchants in the tourist area of Kawasan Wisata Kota Lama Semarang. This is due to the large number of foreign and local tourists who come to visit. English-speaking ability of traders in the tourist area of Kawasan Wisata Kota Lama Semarang was minimal. There are several factors that affect the interest of learning English traders in the tourist area of Kawasan Wisata Kota Lama Semarang, among other things: age, lazy to learn, the absence of appropriate learning media for traders, and others.

Brown (1994) and Burns & Joyce (1997) define speaking as an interactive process of meaning construction that involves producing, receiving and processing information. In the other hand (Munawar, 2015) speaking is the human ability to produce sound or voice orally and to share or express feelings and thoughts with others as a means of communication in life using or without any particular gadgets to fulfill human needs and emotions

According to many teaching theorists (Oradee, 2012) speaking skill can be developed through communicative activities which include an information gap, a Jigsaw puzzle, games, problem-solving and Role-playing.

Bygate in (Al-Roud, 2016) argues: that “Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the listener.” Tarigan (1990:3) in (Riyaz & Mullick, 2016) defines speaking as a language skill which is developed in childhood preceded with listening skill. It means that speaking can convey the messages from speaker.

The media is one of the things that are important to support a process of learning. The media serve as the intermediaries who facilitate traders in accepting material learning. Media is an aid that needed to support some activities in the world. Media is graph, photographic or electronic aids to absorb process and rearrange visual and verbal information Arsyad in (Khoiruddin, 2014) According to Finocchiaro the teaching aid is the most important single’s factor in the teaching and learning process (Jr, 2013) There are many media that can be used to motivate and improve “ speaking skill, and some of those techniques need media to help to apply it in more effective and easier way. Based on the statement above, one of the kinds of teaching media is using *QA-Frame* media which contains selling and buying expressions with the meaning. The

researchers formulates the statements of the problem as follows:

1. How is the implementation of *QA-Frame* as learning media for traders in Kawasan Wisata Kota Lama Semarang?
2. What are the problems faced by traders through *QA-Frame* as media in Kawasan Wisata Kota Lama Semarang?

Review of Related Theories

Learning Speaking

Cotter (2007) argues that as students learn to use English in the classroom setting, they should also be involved in learning about how language works. They should be asked to reflect on various aspects of language, to develop a common language for talking about language, and use this knowledge to evaluate texts critically in terms of effectiveness, meaning and accuracy. 'Someone who speaks well would similarly understand when to use different grammar points.

Bashiruddin (2003) conducted a study to improve student's Oral Communication Skills (OCSs) in lower secondary public school in Karachi, Pakistan. The sample of the study consisted of two schools systems work side by side. One is the private

English medium school and second is government Urdu-medium school. English is learnt as a second language in both cases. Both students' and teachers use Urdu language or the regional language to communicate inside the class, and practice traditional methods which focus on reading and writing skills, but productive skills such as: speaking is given on important. The results of the study discussed the reasons of weakness of students in communication were the English language teachers (ELTs) are not proficient in speaking English and this is the main obstacle in the way to teaching English in Pakistan.

Speaking skills is the important ability that should be mastered by traders, because they interacted directly with foreign and local tourists. Bygate in (Al-Roud, 2016) argues: that "Speaking skill is the ability in using oral language to explore ideas, intentions, thoughts and feelings to other people as a way to make the message clearly delivered and well understood by the listener." Tarigan (1990:3) in (Riyaz & Mullick, 2016) defines speaking as a language skill which is developed in childhood preceded with listening skill. It means that speaking can convey the messages from speaker.

Selling and Buying Expressions

Personal selling is the only communication vehicle that allows a marketing message to be adapted to the specific needs and beliefs of each customer (Spiro & Weitz, 1990). The ISTE model (Weitz 1978) emphasizes this adaptive nature by suggesting that the selling process consists of collecting information about a prospective customer, developing a sales strategy based on this information, transmitting messages to implement the strategy, evaluating the impact of these messages, and making adjustments based on this evaluation. Thus, salespeople have an opportunity to develop and implement a sales presentation tailored to each customer. In addition, salespeople can make rapid adjustments in the message in response to their customers' reactions.

Teaching Media

One thing that can use to improve traders' ability to speak English is learning media. Purnamawati and Eldarni in (Adventina, B, & Akbar, 2011) stated "the media is anything that can be used to transmit messages from the sender to the receiver so that it can stimulate the thoughts, feelings, concentration and interests of student in such a way of learning.

Teaching media are tools which are provided and brought into classroom by a

teacher to facilitate teaching-learning process. Teaching media are all physical devices which can present message and stimulate students to learn (Al.Sobh, Al.Sobh, Al-Zoubi, & Al-Khasawneh, 2016) (Rahardjito, Haryono, Anung, Rahardjo, R, danArief, S. Sadiman. 2008). Thus, teaching media are expected to help teacher present the lesson more clearly and interesting to be followed by the students. Instructional media as the physical means by which instruction is delivered to students. Thus, the definition of media includes all of the traditional means of delivering instruction (including teachers, chalkboard, textbooks and other print materials), as well as the newer instructional media such as computers, CDROOM, interactive video and multimedia systems. From the discussion above, it can be concluded that media are everything that can help teacher to deliver the lesson (message) to the students (receivers) to make the lesson clearer and easier to understand and absorb by the students so that they get more zealous to participate in learning activity. To discuss in detail the roles and functions of teaching media, it is presented in the next sessions (Robert A Reiser. 1996).

Functions of Media

The presence and availability of teaching media are expected to help teacher and students to solve learning obstacles. Media have four functions. They are as follows; (1) Media can attract students' attention more so that it can stimulate learning motivation. (2) Media can make subject matter clearer and more meaningful so that it is easily understood by the students and enable them to master the expected competence better. (3) It can make learning method more various not merely verbal communications through teacher's words so that students does not get bored and the teacher does not run out of energy. (4) Media can make students do more learning activities because they do not only listen to teacher's explanation but also have other activities such as observing, demonstrating and so forth (Universitas PGRI Adi Buana Surabaya, 2010).

Visual Media

Visual aid in visual instructional concept is every picture, model, object, or other tools which give real visual experience to the students. The visual aids aim at (a) introduce, form, enrich, and clarify comprehension or abstract concept to the students (b) develop desired behavior and (c) support students' more continuous activity.⁸ So, basically, visual media in

learning is everything can be seen by eyes and brought into class room as visual teaching media to support learning process run well.

Through the use of media *QA-Frame* is expected that traders will be interested and motivated to improve their speaking skills in English. Thus, learning achievement and the ability of speaking traders in the teaching and learning process can be improved.

Research Methodology

This was a descriptive qualitative research as the aim of the study was to describe the implementation of *QA-Frame*, and the problems of implementation *QA-Frame* as learning media for traders in Kawasan Wisata Kota Lama Semarang. Qualitative research methods is developed in social sciences to enable researchers to study social and cultural phenomena. Qualitative data sources include observation and participant observation (field work), documents and text (Susanto, 2018).

The subject of this study was traders in Kawasan Wisata Kota Lama Semarang. The researchers took the traders because there were many traders can not speak English

In collecting the data, the researchers used observation and interview. After collecting the data, then the researchers analyzed it. In analyzing data, the researchers took the following steps: 1) identifying the implementation of *QA-Frame* as learning media for traders in Kawasan Wisata Kota Lama Semarang, 2) identifying the problems faced by traders through *QA-Frame* as media in Kawasan Wisata Kota Lama Semarang.

Findings and Discussions

There are three statements of the problem, the implementation of *QA-Frame* as learning media for traders in Kawasan Wisata Kota Lama Semarang, the benefit of *QA-Frame* as learning media for traders in Kawasan Wisata Kota Lama Semarang, and the problem of implementation *QA-Frame* as media for traders in Kawasan Wisata Kota Lama Semarang.

The Implementation of *QA-Frame*

The researchers will describe the implementation of *QA-Frame* media. *QA-Frame* is a media in learning English that consist of selling and buying expression which completed the meaning. In this first, the researchers observed the result of the trader's interview. Some trader cannot speaking English, the traders said to the researchers that it was the first media

which used *QA-Frame* as learning speaking for traders. In this second, the researchers conducted along with the implementation of *QA-Frame*. In this session, the researchers conducted the observation and took notes of all that happened and of all things needed for data analysis later on. Data collection was conducted by the researchers using the observation and interview. The data included the followings: (1) how is the implementation of *QA-Frame* as learning media for traders in Kawasan Wisata Kota Lama Semarang (2) what are the problems faced by traders through *QA-Frame* as media in Kawasan Wisata Kota Lama Semarang. The implementation of *QA-Frame*

The Problems of Implementation *QA-Frame*

Based on findings, the researchers became aware that the traders must not only give the opportunity to speak certainly, but must ensure that all of them proportionally get the opportunity to speak. The researchers suggest that most small traders in Kawasan Wisata Kota Lama Semarang possessed limited English speaking skill, the traders only knew some basic vocabulary about the price, the small traders did not "have the Necessary Vocabulary To Give Directions To Tourists", The Traders Cant Not

Memorization And repetition, Production And Communication strategies To Process The Language Input From Various Sources For Their Spoken Output, The Traders Have Limited Grammatical, Sociolinguistic And Discourse Competence.

Conclusion

Based On The Result Observation In Use Of *Qa-Frame* Media For Traders, The Researchers Can Conclude That *Qa-Frame* Implemented Conduct On 30 Days In Front Of The Trader's Shop In Kawasan Wisata Kota Lama Semarang. In The Implementation Of *Qa-Frame* Media Accepted For The Traders To Improve Their Selling And Buying Expression. However, In The Implementation Of *Qa-Frame* Media Have Some Problems, Such As: Possessed Limited English Speaking Skill, The Traders Only Knew Some Basic Vocabulary About The Price, The Small Traders Did Not "Have The Necessary Vocabulary To Give Directions To Tourists", The Traders Cant Not Memorization And Repetition, Production And Communication strategies To Process The Language Input From Various Sources For Their Spoken Output, The Traders Have Limited Grammatical,

Sociolinguistic And Discourse Competence.

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