

# **SALES PROMOTION STRATEGIES TO ACQUIRE ENGLISH**

(A Study Conducted to the sales at Grapari Pajajaran-Bogor)

## **A PAPER**

Submitted to the English Education Study Program Faculty of Teacher Training and Educational Sciences as a partial fulfillment of the requirements for the *Sarjana Pendidikan* Examination

By :

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**APPROVAL SHEET**

**SALES PROMOTION STRATEGIES TO ACQUIRE ENGLISH**

(A Study Conducted to the sales at Grapari Pajajaran-Bogor)

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## **DECLARATION**

I hereby certify that the paper entitled “Sales Promotion Strategies to Acquire English” is completely my own. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

Bogor, July 2017

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## **PREFACE**

All praises extended to Allah SWT that always guides and gives all the best to the the writer in conducting the research and finishing the paper.

The paper entitled “Sales Promotion Strategies to acquire English”. Is submitted to the English Education Study Program, Faculty of Teachers Training and Educational Sciences, Pakuan university. It is written as a partial fulfillment of the requirements for the Sarjana Pendidikan Examination.

The writer realizes that this paper is still far from perfect therefore, she welcomes all constructive critics and comments for her better study in the future. Hopefully, this paper will be useful for the readers, especially for the improvement of English Teaching.

Bogor, July 2017

The writer

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## **ABSTRACT**

Sales promotion is an important role in promoting the product. To master their English speaking skill, sales promotion employ some strategies. The research entitled “Sales Promotion Strategies to acquiring English” is aimed at describing the strategy used by sales promotion in acquiring English speaking skill to communicate with the buyers. The research is conducted at Grapari Telkomsel Bogor, involving one sales promotion. In conducting the research, descriptive method is used. The data are taken from observation, questionnaire distribution and interview. The result shows that the participant employ some language learning strategies in mastering English speaking skill. It covers memory, cognitive, compensation, metacognitive, affective, and social strategies.

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

People acquire language consciously when they study in the formal setting such as school and course. The other ways, they acquire language subconsciously when they have to carry out everyday tasks such as shopping, job interview, and other trade activities. In addition, they require meaningful interaction. So, they convey their thought freely and comprehensively.

In language learning, people acquire the language consciously by focusing on the system of the language. It focuses on grammatical rules which the learner may be able to memorize. According to Krashen (2009:10), "Language acquisition is similar process with the way the children acquire their first and second language. Adults acquire the second language in two ways: conscious and subconscious." It means adults pass through the same ways as children in acquiring a language.

The environment at Pajajaran-Bogor enables sales promotion to acquire English as the first foreign language in selling their products because they communicate in English. Therefore, they acquire English subconsciously. When the sales promotion and tourists in Area meet, they use different language forms to communicate, such as gesture, mimic and facial expression. To master English speaking skill is not an easy process. There must be some strategies that the sales promotions apply to master English speaking skill. Deriving from this case, the writer is inspired to conduct the

research about the sales promotion girl learning strategies in acquiring English speaking skill.

#### **B. Reason for Choosing Topic**

The writer finds many sales promotion men and sales promotion girls who come from informal education or they do not get English lesson at school, but they can speak English quite well to sell their products, because not only to Indonesian they sale the products but also to foreigners. Besides it, they have to know how to talk to the foreigners about the products. This condition makes the writer eager to know the sales promotion strategies in acquiring English speaking skill without informal education. Based on the writer's pre-observation, sales promotion must be ready to promote the product to everyone, including foreigners. So, English is essential to be used to promote the products.

#### **C. Aim of the Research**

This research is aimed at describing the strategy used by sales promotion in acquiring English speaking skill to communicate with the buyers.

#### **D. Research Question**

The question for this research is: "What learning strategies are the sales promotion applied in acquiring English speaking skill to communicate with the buyers?"

#### **E. Research Focus**

To avoid misunderstanding in interpreting the problem, it is necessary to make the research focus. The writer focuses on describing the strategies of sales promotion from informal education in acquiring their macro skill in speaking skill to communicate with the buyers.

#### **F. Research Site and Participant**

This research will be conducted at Grapari Telkomsel. The participant of the research is sales promotion. Purposive sampling is used by taking the sales. She is a sales promotion girl from Grapari Telkomsel who sell provider. She is chosen because she always communicate to customer, especially to tourists who want to buy the provider.

#### **G. Research Methodology**

In this research, descriptive method is used to investigate what strategies used by the sales promotion in acquiring English speaking skill. Observation, questionnaire and interview are used to collect the data. She conducts the observation to support the interview and to know what strategies used by the sales acquiring English speaking skill. The closed questionnaire is distributed to collect the data. The result of the questionnaire is discribed and categorized to answer the research questions. Interview is used to get more explanation or clarification from questionnaire to support the data of English language learning strategy of sales promotion in Grapari Telkomsel Bogor.

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Language Learning Strategy

##### 1. Definition of Language Learning Strategy

There are some definitions about Language learning strategy given by many different experts. According to Darmasyah (2010), learning strategy is all about perspective, thought, patterns, and direction that taken for gaining effective learning. Meanwhile, O'Malley and Chamot (1995), learning strategy is the special thought and behavior that individuals use to help them comprehend, learn, or retain new information. Learning strategies is also defined by Cook (2008:113) as the learner's choice in using and learning the language. Based on the explanation above, it can be seen that learning strategy is what learners taken in order to complete a learning task and enables effective learning.

##### 2. Kinds of Language Learning Strategy

There are many differentiate on the categorization of learning strategies. They have different opinion on classifying it. The following discussion discusses about different opinion of learning strategies classification.

In the journal of Language Learning Strategies Among EFL/ESL Learners: A Review of Literature, language learning strategies have been classified into five groups by Stern's, which are:

- a. Management and planning strategies which allow learners to connect with learner's purpose to control his own learning.
- b. Cognitive strategies which refer to procedures and activities which learners apply to learn or remember the materials and solve the problems.
- c. Communicative strategies which involve the use of verbal or nonverbal instrument for the useful transfer of knowledge.
- d. Interpretational strategies which monitor the learners' development and evaluates their performance.
- e. Affective strategies which make learners aware of emotions such us unfamiliarity or confusion, and try to build positive feelings toward the target language in the learning activities.

On the other hand, Rubin as the pioneer of learning strategy categorized learning strategies into three major. The first is learning strategies. Learning strategies have to main types; cognitive learning strategies and metacognitive learning strategies. In cognitive learning strategies, it refers to problem-solving that required deeper analysis about learning materials. While metacognitive learning strategies, it refers to self-direct language learning. The second is communication strategies which used by the learners when faced difficulty in understanding the meaning of the speakers. The last is social strategies which the objective is to expose target language and practice it.



Another opinion is based on O'Malley and Chamot that defined the kind of learning strategies is divided into three types, metacognitive, cognitive, and socio-affective strategies.

a. Metacognitive strategies

This strategy involves process such as planning for learning, thinking about their learning process, self-correctness, and evaluating learning after an activity is completed. The example of this strategy is planning and self-monitoring.

b. Cognitive strategies

This strategy involves direct learning process about the learning material itself and have limited specific learning task. The example of this strategy is repetition and making inference.

c. Socio-Affective strategies

This kind strategy has close relationship with social activity and interacting with the other. The example of socio-affective strategies is cooperation and question for clarification.

The latest strategy has been developed by Oxford (1990) in Brown (2000: 132). The classifications of language learning strategies are more comprehensible and detailed. The Oxford's model emphasizes on social and affective strategies from research of cognitive and educational psychology. It includes two main classifications: direct strategies and indirect strategies

**Table 2.1**

**Oxford's Language Learning Strategies Classification**

<b>DIRECT STRATEGIES</b>	
1. Memory Strategies	remembering and retrieving new information
2. Cognitive Strategies	understanding and producing the language
3. Compensation Strategies	helping learners to understand or produce messages in the target language despite limitations of knowledge
<b>INDIRECT STRATEGIES</b>	
1. Metacognitive Strategies	coordinating the learning process
2. Affective Strategies	regulating emotions
3. Social Strategies	learning with others

Based on the beliefs above, it can be seen that Oxford's kinds of language learning strategies are more comprehensive, detail and systematic rather than the others. Moreover, these kinds of strategy become the main source which research grounded that called Strategy Inventory for Language Learning (SILL) made by Oxford.

**a. Direct Strategies**

Direct strategies help learners store and recover information. These strategies help learners to produce language even when there is gap in knowledge. It also helps learners to comprehend and use the new language. Oxford (1990) in Lee (2010: 140) divides direct strategy into three parts. There are memory strategies, cognitive strategies, and comprehension strategies.

## **1) Memory Strategies**

Oxford (1990) in Lee (2010: 140) has separated memory strategies into four sets. The first is creating mental linkages. For example: grouping, making association, and placing new words into context. The words and phrases can be associated with visual images that can be stored and retrieved for communication. The second is applying images and sound. Many learners use visual images (e.g. flashcards), but also some find it easy to connect words and phrases with sound (e.g. songs, rhymes). Third is reviewing well. By using this strategy, learners can develop their new language information. Fourth is Employing action. It needs physical response or sensation. Learners try to understand new language information by using motion and touch.

## **2) Cognitive Strategies**

Oxford (1990) in Lee (2010: 140) divides cognitive strategies into four sets. The first is practicing. Practicing can be done by repeating, working with sounds and writing (e.g. pronunciation, intonation, or practicing new writing system), and using patterns. Second is receiving and sending messages. Learners can use this strategy to find the main idea through skimming and scanning. It also helps learners to get through speaking activity, understand incoming messages, and produce outgoing messages. Third is analyzing and reasoning. This strategy can be used to figure out the meaning and expression of the target language. It

can be also used to make new expressions. Last is creating structure for input and output. In creating structure for input and output, learners can take notes (use or create visual representations and write down important words or information), summarize (create mental, oral, or written summary of information), and highlight important language information.

### **3) Compensation Strategies**

Oxford (1990) in Lee (2010: 140) said that Compensation strategies are divided into two sets: guessing intelligently and overcoming limitation in speaking and writing. In guessing intelligently strategy, learners can guess the meaning if they face a situation when they don't know new words and expression. They bring their life experience or background knowledge to interpret information by guessing. For example: when a learner recognizes the words shovel, grass, mower, and lawn in a conversation, it can be understood that it is about gardening. Next, in overcoming limitations in speaking and writing strategy, learners are not allowed to switch their language to the mother tongue (no translation), they need to get help from the other peers or teachers, or they can use mime or gesture to show their expressions.

#### **b. Indirect Strategies**

Based on Oxford (1990) in Lee (2010: 140) indirect strategies are divided into three parts. They are: metacognitive strategies,

affective strategies, social strategies. Metacognitive strategies are used to guide learners to coordinate their learning. This strategy helps the learner to plan language learning effectively. It can be used also to assist learners when they find difficulties in learning new vocabulary, rules, and writing.

This strategy is divided into three groups. The first is centering their learning. The aim of this strategy is to make the learners focus, so the teacher can use this to direct the learners toward certain language activities or skills. The second is arranging and planning their learning. This strategy is used to help learners optimize their energy and effort by organizing their learning. The third is evaluating their learning. This technique assists learners with problems and analyzes one's mistakes and tries not to make them again.

The affective strategies (emotion, attitude, motivation, and values) affect learning in important ways. Teachers can share positive feeling in class by giving students more responsibility, increasing the amount of natural communication, and teaching affective strategies.

These are divided into three sets. First is lowering their anxiety. Learners' performance level can decrease if they have too much anxiety. To lower anxiety, learners may listen to music before they start practicing their target language. The second is encouraging themselves. Learners can encourage themselves by giving themselves a reward. The last is taking their emotional temperature. In these

strategy learners try to relax and keep their mood before starting the learning process.

The social strategies are very important in language learning because it is used in communication and communication happens between people. These strategies are divided into three sets of strategies. First is asking questions. Asking questions is the most helpful and closest to understand the meaning. It involves learning in conversation by producing response from the other learners and shows interest about the culture of English-speaking countries. The second is cooperating with others. Cooperating with others eliminates competition and it brings group spirit. The third is emphasizing with others. Empathy is very important in communication to put oneself in someone else's situation to understand that person's perspective. Social strategies are useful to develop cultural understanding and become aware of thoughts and feelings of others.

## **B. Speaking**

### **1. Definition of Speaking**

Speaking is one of important language skills that is used for communication among people in the world. It shows that speaking ability is needed in English. Harmer (2000:269) states, "The ability to speak fluently presupposes not only knowledge of language feature, but also the ability to process information and language on the spot". It implies that people not only learn about language usage, but also language use. How

the language is used as a media for communication is focused to language use.

Many experts define speaking in different ways. Brown (1999:14) states that speaking is to express their needs and it also to communicate information at least in short burst. It shows that the speakers say words to listener not only to express what on their mind, but also to express what they need. That statement also shows that speaking does not only say the words spontaneously, but also delivers information, feeling, thought, and experiences in different form of various purposes.

Almost everyday people spend their life in communicating with other. People can interact with others and give information and ideas by speaking. Nunan (1991) said that speaking is the same as oral interactions that are conventional ways of presenting information, expressing ideas and thought we have in our minds. Therefore, communication implicates at least two persons where both sender and receiver need to exchange information, ideas, feeling, and so on. Besides that, speaking also has purposes. There are two main purposes for speaking; Thornbury (2005:13) the first is Transactional Function, its primary purpose is to convey information and facilitate the exchange of goods or services, and the second is interpersonal function, its primary purpose is to establish and maintain social relation.

Chaney (see in Kayi, 2006: 1) says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Brown (see in Murad, 2009: 14)

mentions that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Harb *et al* (2013: 5) state that speaking is the process of transforming intentions, thoughts and feeling into fluently articulated speech. From those opinions, it can be said that speaking is a process of conveying information, thoughts, ideas or expressing one's feeling in speech to communicate interactively each other.

## **2. Types of Skill in Speaking**

According to Brown (2004: 142) there are two types of skills in speaking: micro and macro skills. Micro skills refer to producing smaller part of speaking such as: phonemes, morphemes, words, and phrase whereas macro skills refer to larger elements such as: discourse, function, style, cohesion, nonverbal communication, and strategic option.

### **a. Micro Skill of Speaking**

- 1) Producing different phonemes and allophone
- 2) Producing chunks of language of different sentences
- 3) Producing the pattern of stress and unstressed position of English, rhythmic structure and intonation
- 4) Producing words and phrase forms
- 5) Using the words to accomplish the goal of language
- 6) Producing fluent speech
- 7) Producing the strategy from various speech
- 8) Using grammatical form such as word classes (noun, verb)
- 9) Producing the natural fundamental speech



- 10) Expressing main meaning from different grammar
- 11) Using cohesive device in spoken discourse

**b. Macro Skills of Speaking**

- 1) Communicative function based on the situation, participants and goal
- 2) Using the appropriate language style, registers, implicatures, redundancies, pragmatic convention, conversation rules, floor-keeping and –yielding, interrupting and other sociolinguistic features in face-to-face conversations
- 3) Conveying links and connection between activity and communicate such as relation
- 4) Conveying facial feature, gesture, body language and others nonverbal cues along with verbal language
- 5) Developing and using series of speaking strategies such as key words, rephrasing, providing a context for interpreting the meaning of words.

Based on the points of micro and macro skills of speaking above, it can be concluded that the points of micro skills are related to the smaller part of language such as: pronunciation, vocabularies, and grammar. In the macro skills, the point is related to the larger elements such as situation, style, body language, nonverbal communication and understanding the meaning.

In this research, the writer only focuses on macro skill of speaking on point 12 about accomplishing communicative function based

on the situation, participants and goal. Therefore, the writer observes only their speaking skill regarding on situation, participants and goal.

## **C. Sales Promotion**

### **1. Definition of Sales Promotion**

Gilbert and Jackaria (2002) stated that sales promotion consists of a broad variety of short-term strategic promotional tool aimed at generate a desired response from customers. The increasing interest in the use of sales promotion as a marketing tactic has resulted in an unmatched growth of research in this area. Therefore, according to Totten and Block (1994) sales promotions referred to many kind of selling incentive and technique intended to produce immediate or short-term sales effect.

Based on Rowley (1998), the channels to be used are advertising, direct marketing, public relations and publicity, personal selling, sponsorship and sales promotion. One of most important of channels is sales promotion.

According to Brassington and Pettitt (2000: 643)

Sales promotions is a range of marketing techniques designed within a strategic marketing framework to add extra value to a product or service over and above the 'normal' offering in order to achieve specific sales and marketing objectives. This extra value may be a short-term tactical nature or it may be part of a longer-term franchise-building program.

It can be concluded that sales promotion is the communication process in marketing that it used to create a priceless brand of product or service, an idea or even a person. Hence, sales promotion is designed to

encourage short-term purchasing in a target market and improve the quality of product.

Besides, Sigit (2002: 53) describes, "sales promotion is any form of communication used by enterprises (marketers) to inform (information), persuade, or remind people about products, services, shadow (image), ideas (ideas) or the involvement of companies and people with the intention to receive and perform an action as desired by enterprises (marketers).

According to Kotler and Armstrong (2001: 173) sales promotions are short-term incentives to encourage buyers of a product or service". In addition, Simamorang (2001: 285) also argues a promotion that is persuasive, urge, persuade, and convince people about the products of individual organizations, and households with the aim of increasing the sales turnover of the company and the company may be known in the community large.

From the statements above it is clear that sales promotion is defined as a part of marketing communication activities. Sales promotion is an independent variable and on the other hand social surroundings, buying behavior, free sample, and discount level are dependent variables on sales promotion and it has grown in importance for both manufacturer and retailer universal.

## **2. Goals of Sales Promotion**

a. The purpose of internal promotion

One purpose of sales promotion is to encourage employees to be more interested in products and Promotions Company. The internal goal is to improve or maintain employee morale, employee training, teamwork, and a passion for business promotion. Sales promotions also add to and complement the activities of public relations by providing some equipment and materials that need to implement a public relations program. For example: slides, films, brochures, and flyers.

b. The purpose of sales promotion intermediaries

Sales promotion efforts with intermediaries (wholesalers, retailers, credit institutions, and service organizations) can be used to facilitate or cope with change-change seasonally in order to encourage a larger number of buyers, to gain widespread support in the channel to the promotional efforts, or to obtain a place and space better. To cope with seasonal fluctuations in orders, for example, offered to intermediaries two free units when he bought 10 units, or 25% provide a seasonal piece. This kind of promotion techniques can encourage a larger number of buyers.

c. The purpose of consumer sales promotion

Sales promotions consumers can do to get people who are willing to try new products, to increase the volume of sales (like, got a 20% discount when buying a product), to encourage new uses of existing products, to rival promotion by competitors and to maintain

sales. Thus, the company's sales promotion aimed at consumers can be divided into two groups, namely:

- 1) The activities aimed at educating or informing consumers,
- 2) The activities aimed to encourage consumers.

To inform consumers, the company can provide a booklet, held demonstrations, offering consulting services. Meanwhile, to encourage consumers, the company can provide samples of goods or gifts. It is often publicity done to raise responsiveness promotions like this (Dharmesta, 2002: 280).

### **3. Type of Sales Promotion**

There are two types of promotional campaign: monetary and non monetary. Monetary is used when merchants want to save money by using sales campaign ex sales promotions. Non monetary likes using prize. Sales promotion is one of the monetary promotions. Lee (2002), for instance , found that sales promotions are more effective than advertising in reaching company sales objectives. It means by using sales promotions more efficient to reach costumers.

In relation to the effects of promotions on consumers' purchase intentions, the effect of monetary campaigns is believed to be even stronger. Gilbert and Jackaria (2002) found that discount promotions (monetary) have a greater influence on pruchase decisions than do monetary promotions (e.g., prize contests). More recently, Nusair, Yoon, Naipul, and Prasa (2010) similarly found that discount promotions

(monetary) were more effective than prize campaigns (non-monetary) when the purpose is to influence service acquisition.

This assumption is made based on the result of studies such as Lee (2002), who found that sales campaigns focused on savings (monetary promotions) performed better than non-monetary promotions and that monetary promotion are preferred by consumers over non-monetary promotional actions. It shows that a sales promotion is one of the monetary promotions.

The effect of sales promotions are purchase intentions and utility value perceptions will have a stronger relationship with consumers exposed to monetary promotions. This assumption is based on the following principles:

- a. Monetary promotions positively affect sensitivity to perceptions of economic benefits (Ailawadi et al., 2009; Chandon et al., 2000; Kwok & Uncles, 2005);
- b. Monetary promotions predict short-term effects (Alvarez & Casielles, 2005; Nusair, Yoon, Naipaul, & Parsa, 2010) associated with purchases by quantity and convenience (Laroche, Pons, Zgolli, Cervellon, & Kim, 2003), and these characteristics are directly related to the characteristics of utilitarian value (Chandon et al., 2000; Reidet al., 2015);
- c. Monetary promotions induce economic behaviors (Kwok & Uncles, 2005) and consequently relegate quality perceptions to second place

(Martínez & Montaner, 2006), and such perceptions are associated with hedonic value perceptions (Chandon et al., 2000).

Based on the statements, it can be concluded that sales promotion is one of the monetary promotional campaigns which is effective for attracting consumer to purchase more than non-monetary campaigns.

#### **D. Related Research**

There are some ways in developing competence in second language. One of them is through language acquisition. Some people acquire English subconsciously from informal education. In acquiring English there must be some strategies that are applied by the learners. Therefore, the writer intends to conduct this research especially on the sales promotion at Grapari Telkomsel Bogor. This research is also supported by the previous research that has been conducted by Pangestika Dewi (2015) which entitled English Learning Strategy of Batik Traders in International Batik Center Pekalongan. This research is quite relevant with the previous research because it also investigates language learning strategy that used by Traders in International Batik Center Pekalongan in acquiring English. It is focused on the strategy used by the tourism in acquiring English.

This research also has the same aim to investigate with the previous research. This research is aimed at describing how sales promotion officer acquire English to communicate with the buyers while the previous research was aimed to find out how the batik traders' acquire English through informal education. By using different participants, this research must also have some

differences with the previous research. Where at the previous research the participants were the batik traders' and in this research the participants is the sales promotion of Grapari-Telkomsel, Bogor.



## **CHAPTER III**

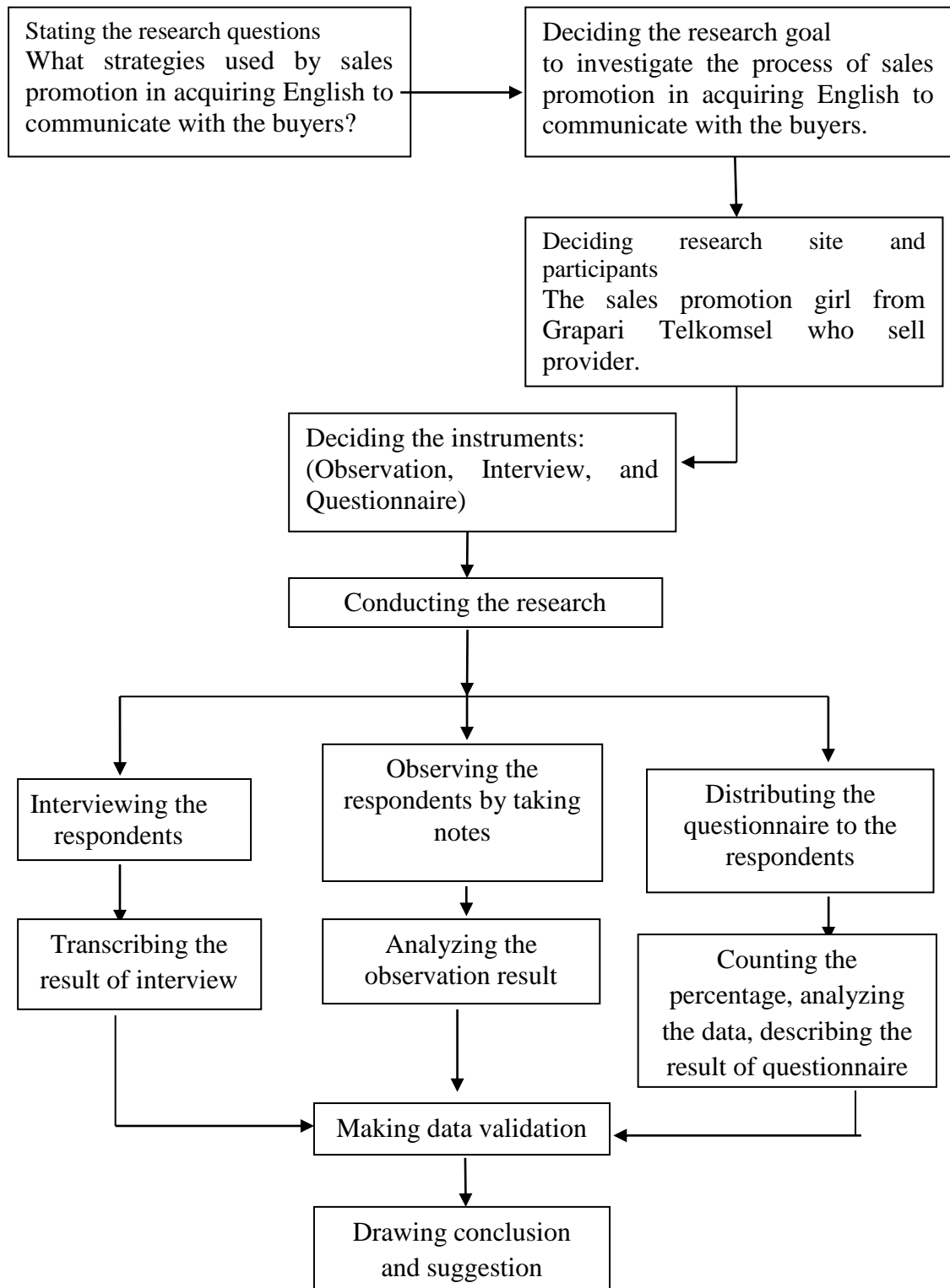
### **RESEARCH METHODOLOGY**

#### **A. Research Method and Design**

In this research qualitative approach and descriptive method are applied to describe the sales promotion strategies in acquiring English speaking skill at Grapari Pajajaran Bogor. Travers as quoted by Adanza (2006: 39) says, “descriptive method is to describe the nature of situation as it exists at the time of the study and to explore the causes of particular phenomenon.” It means that descriptive method is a method of research used to describe a situation that may usually occur in a particular phenomenon.

In doing the research the writer observes the tourist guide at Bogor Botanical Garden. Next, the writer distributes closed questionnaire. And then, interview the participants to obtain more data.

The diagram of the research design is shown in figure 3.1.



**Figure 3.1**  
**The Research Design**

## **B. Research Site and Participants**

This research is conducted in Grapari Telkomsel Bogor. The participant of the research is sales promotion girl. She is chosen because she can communicate in English with costumers, especially non Indonesian speakers. In selecting the participants, purposive sampling is used. Arikunto (2002: 117) said that purposive sampling is used to take subject not based on group, area, stratified or randomized, but based on certain purposes.

## **C. Research Procedure**

In conducting the research, the data are obtained through observation, questionnaire, and interview.

### **1. Observation**

Observation will be done in three times Grapari Telkomsel. The sales promotion girl will be observed by taking notes.

### **2. Questionnaire**

Questionnaire is distributed to the sales promotion girl in order to know the strategies to acquiring English. Closed questionnaire is used to analyze how she can communicate in English with the non-Indonesian speakers. The questionnaire consists of the indicators.

### **3. Interview**

Interview will be done to get more detailed information of data. A recorder is used to get the data from the interview section and the result is transcribed. The interview consists of five questions to find out what learning strategies used by sales promotions in acquiring English to communicate with the buyers.

#### **D. Data Analysis**

After collecting the data from observation, questionnaire distribution and interview, the writer analyzes them.

##### 1. Data from Observation

The writer observes the process of mastering English speaking skill of sales promotion by taking note. The result of observation is described to know what the sales promotion learning strategies in mastering English speaking skill.

##### 2. Data from Questionnaire Distribution

In analyzing the questionnaire, the participant answer were discribed

##### 3. Data from Interview

In this research, the writer conducts validity checking by using triangulation.

#### **E. Validity Checking**

Triangulation is used as the technique to crosscheck the data and to get validity of the research data. Triangulation is done by checking the data from observation, questionnaires distribution and interview. There are three steps done by the writer to check the validity of the data, and taking note about information needed, distributing the questionnaire and interview.

## **CHAPTER IV**

### **DATA DESCRIPTION AND ANALYSIS**

#### **A. Data Description**

In this chapter, the data are obtained from the observation, questionnaire distribution, and interview. The participant of this research is the sales promotion who come from non-formal education at Grapari Telkomsel. The total number of the participant is one.

##### **1. Data from Observation**

The observation was conducted at Grapari Telkomsel three times 15–17 June 2017. This observation is intended to observe the language acquisition of sales promotion in acquiring English speaking skill.

In memory strategy, the participant did not communicate using English with her colleague but the participant always bring dictionary when she was offering the product. In cognitive strategy, the participant read English magazine and the participant also watched English movie.

Next, for indirect strategies, In compensation strategy, the participant made note in English before explaining the product to the foreigner. In metacognitive strategy, the participant made a learning group and she also join English course to learn English. Next, in affective strategy, the participant could explain the product using English fluently even sometime using gesture when she forgot about the vocabulary that would be used. Last, in social strategy, the participant did not communicate with other people in her environment using English frequently but sometimes she used it.

## 2. Data from Questionnaire Distribution

The questionnaire was a closed questionnaire consisting of 20 statements with six main indicators: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Below is the result of the questionnaire.

Table 4.1

<b>Direct Strategies</b>				
Indicators	No	Statements	Y	N
Memory strategies	1.	I always bring English dictionary.	✓	
	2.	I use English in daily activity.		✓
	3.	I take a note of a new vocabulary to memorize it.	✓	
	4.	I always memorize expression and vocabulary and use English in communicating with the colleague.	✓	
Cognitive Strategies	5.	I usually read newspaper/magazine/banner in English.	✓	
	6.	I usually speak to the foreigner.	✓	
	7.	I watch English movies to enrich my vocabulary and pronunciation.	✓	
	8.	I always listen to English songs.	✓	
	9.	When I find a new expression of English, I search the meaning in Indonesian.	✓	
	10.	I always write a diary use English.		✓
<b>Indirect Strategies</b>				
Compensation Strategies	11.	I use another vocabulary for the word that I do not understand well.	✓	
	12.	Before explaining the product to the foreigner, I make a guiding note.	✓	
	13.	I learn the product information that I will offer using English.	✓	
Metacognitive strategies	14.	I join English course to increase my knowledge.	✓	

	15.	I learn English with making learning group.	✓	
	16.	I always ask my friend that understand English when I get difficulty in speaking English.	✓	
Affective Strategies	17.	I always try using English to communicate even sometime need to use gesture.	✓	
	18.	I try to be relax when I get difficulty in communicating to the foreigner.	✓	
Social Strategies	19.	I use English on my social media actively.	✓	
	20.	I interact to the people around my environment using English.		✓

Note: Y : Yes

N : No

Based on the result of questionnaire, it can be seen that in memory strategy, the participant always brought dictionary and the participant seldom used English in daily activity. The participant make a note about a new vocabulary to memories. Beside that, the participant memories the new vocabulary and used it to communicate with her colleague.

In cognitive strategy, it can be seen that the participant used some strategy in acquiring English. The first, the participant always read magazine or newspaper which was written in English. Next, the participant also trained to speak English to the foreigner. Beside that, the participant also watched English movie to enrich hard vocabulary and how to pronounce it. The participant also listened English songs frequently. Moreover, when the participant found the new vocabulary,

the participant tried to find out its meaning on dictionary. But, the participant said that she didn't like to write diary in English.

In indirect strategies, the questionnaire was divided into four indicators, there are compensation strategies, metacognitive strategies, affective strategies, and social strategies. In compensation strategies, the participant said that she used another vocabulary for the words that she didn't understand really well. Beside that, the participant also admitted before explaining the product to the foreigners, the participants made a guiding note. Than, the participants learnt the product information that will be offered using English.

In metacognitive strategies, the participant said that she joined English courses to increase hard knowledge. Besides that, the participant also learnt English by making learning group. The last, the participant stated that the participants always asked her friends that mastered English when the participants got difficulties in speaking English.

In affective strategies, the participants said that she always tried using English in communicating even sometimes she had to use a gesture. Besides that, the participant tried to be relaxed when she got difficulties in communicating to the foreigners. In social strategies, the participants confessed that she used English in her social media activel, but she didn't interact with the people round her environment using English.



### 3. Data from The Interview

Interview was the last step conducted to collect the data. The writer interviewed only one participant. The participant was interviewed in person to get the information based on her real condition, experience, and opinion. The writer used guided interview which consisted of five questions to find out more information about sales promotion girl strategy to acquire English.

From the first question of interview, when the participant was asked about the most effective way to learn English, the participant answered that watching movie was the most effective way to learn English. The participant said,

*Mmm, menurut saya cara yang paling efektif untuk mempelajari bahasa Inggris itu adalah eee dengan menonton film. Karena saya suka banget nonton film bahasa Inggris dari situ saya bisa mempelajari bahasa Inggris dan menurut saya itu cara yang ampuh bagi saya untuk mempelajari bahasa Inggris. Kan gimanaapun juga kalo pengen belajar bahasa Inggris itu harus sesuai sama hobi kita. Yaa kalo hobinya nonton film seharusnya nonton yang bahasa Inggris. Kalo sukanya denger lagu, yaa dari lagi. Gitu. [Mmm, according to my opinion the most effective way to learn English is eee by watching movie. Because, I really like watching English movie, from the movie I could learn English and I think it is an effective way to learn English. Yea, to learn English should be based on our hobby. Yaaa if the hobby is watching movie just watch English movie. If like to listen the music just listen English song].*

From the second question, before explaining the product to the foreigner, the participant said that she made some note about the product. As stated by the participant, *“emmm.. biasanya aku pelajari dulu informasi produknya, terus aku buat catatan dalam bahasa Inggris tentang produknya. Yaa biar lebih gampang jelasinnya”*. [emmm..

usually I learn the product information first and then I made notes in English about the product. Yaa so it can be easier to explain].

Next, when the participant was asked how she enriched her vocabulary, the participant said that she enriched her vocabulary by watching movie and listening to English song. As stated by the participant,

*Yaa yang tadi saya bilang. Eee... saya itu sukanya menonton film ya sebisa mungkin saya selalu nonton film yang pake bahasa Inggris. Terus biasanya juga saya juga sering dengerin lagu bahasa Inggris terus baca baca artikel bahasa Inggris juga pernah. Itu juga bisa meningkatkan kosa kata bahasa Inggris saya. [Yea like I told you before. Eee... I like to watch movie yea so, I always tried to watch movie that used English and then through reading English article. It also can help me to enrich my vocabulary].*

For the fourth question, the participant was asked how she trained her speaking ability in English. The participant said through English course and practice speaking English with her courses friend and also with foreigner. Participant answered,

*Emmm.. dulu saya kan pernah ikutan les bahasa Inggris di El Rahma. Jadi ya menurut saya untuk melatih bahasa Inggris saya dengan cara ngobrol pake bahasa Inggris sama temen-temen kursus saya. Terus juga saya sering ngobrol sama bule kalo lagi event kayak gini kan ada aja pengunjungnya yang bule. Jadi lumayanlah saya udah pede banget kalo ngobrol pake bahasa Inggris walaupun kadang-kadang kaya keseleo gitu lidahnya. [Emmm.. I used to join English course at El Rahma. So, yea I think to train my English is by practicing speaking using English with my English course friends. Then, I also often speak to the foreigner if we have some event like today where the visitor may foreigners. So, I am little bit confident to speak English eventhough sometime I got sleep of tongue].*

Last, the participant were asked about what she did when she forgot the vocabulary that want to deliver to the foreigner. The

participant asserted that she usually opened dictionary on her phone or using google translate and sometime using gesture. As mentioned by the participant,

*Biasanya saya buka kamus yang ada di HP. Terus kalo benar-bener lupa banget saya buka google translate terus saya ketik saya mau ngomong apa sama bule itu terus saya kasih liat HP saya sama bulenya. Mmm pernah juga waktu saya gabisa jawab pertanyaan bulenya terus saya sama bule itu pake bahasa tubuh gitu hahaha. [usually I open dictionary on my phone. Then if I really forget I open google translate and then I type what I want to say to the foreigner and then I show it to the foreigner. Mmm I have ever also used gesture when I did not know how to answer the question from the foreigner hahaha].*

## **B. Data Analysis**

Based on the data from the observation, questionnaire result and interview transcription the writer found some possible strategies that sales promotion girl used to acquire English.

The writer used six indicators to find out the sales promotion girl strategies to acquire English.

### **1. Memory strategy**

From the observation it is found that the participant used some strategy to acquire English. The participant always brought a dictionary when she was offering the product to the foreigner. It is also supported by the result of the questionnaire where she admitted that she always brought dictionary. Besides, the participant took a note to memorize the new vocabulary. From the interview result the participant said that she used dictionary or google translate when she forgot or did not

understand the meaning of the vocabulary that would be delivered to the foreigner.

## 2. Cognitive Strategy

Based on the observation it is found that the participant read English magazine and watched English movie to enrich her vocabulary. It is also supported by the result of the questionnaire, where the participant admitted that she often read English magazine and watched English movie. Beside that, the participant also said that she often listened to English music to enrich her vocabulary. It is also proved by the interview transcript. When the participant was asked how she increased her vocabulary she answer that she liked watching and sometime listening to English music or reading some English article.

## 3. Compensation Strategy

From the observation it is found that before explaining and offering the product to the foreigner the participant made note first. The questionnaire result also showed the same result. The participant said she made a guiding note before explaining the product and learnt the product information that would be offered using English. Then, from the interview the participant also gave similar answer with the result of the questionnaire. She said she learnt the product information first and then made a note about the product in English.

## 4. Metacognitive Strategy

From the information it can be seen that the participant made English group learning and also joined English course. Next, based on

the questionnaire the participant added that she asked her friend that master English well when she got difficulty in speaking English. This is also supported by the result of interview where the participant said that she ever learnt English at El Rahma course.

#### 5. Affective Strategy

Based on the observation, the participant could explain the product using English fluently even sometime used gesture when she forgot the vocabulary to use. From the questionnaire the participant admitted that she tried to be relax when she got difficulty in communicating with foreigner. It is also strengthen by the result of interview where the participant said that she ever used gesture when she could not answer the foreigner question.

#### 6. Social Strategy

In social strategy, from the observation the participant sometimes communicate using English with people in her environment. She also added from the result of the questionnaire that she was active to use English in her social media. Beside that, from the interview transcript she said that she spoke using English with her course friends and she often spoke English to the foreigner when she got some event from her office to promote the product in field.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the research, the writer finds that the participant uses some strategies to acquire English. It includes memory, cognitive, compensation, metacognitive, affective, and social strategy.

Based on the result of the data description and analysis it can be seen in memory strategy the participant always brings dictionary and takes notes of new vocabulary to memorize and use it to communicate with her friends.

In cognitive strategy, the participant reads English magazine, watches English movie, and listens to English music to enrich her vocabulary and pronunciation. Besides that, she also trains to speak English to the foreigner to increase her speaking ability.

In compensation strategy, it can be seen that the participant makes some notes in English about the product before explaining it to the foreigner. Besides that, the participant also learns the product information before offering it to the foreigner.

In metacognitive strategy, the participant makes English group learning and joins English course to learn English. The participant also asks her friend that understands English quite well when she gets difficulty in speaking English.

In affective strategy, the participant is able to explain the product using English and keeps trying to use English to communicate even sometimes using gesture when she forgets the vocabulary that will be used.

In social strategy, the participant uses English actively in her social media. The participant also sometimes interact to the people around environment using English.

## **B. Suggestion**

After conducting the research, the writer has some suggestion. For the participant, better to her to continue her study to the college to make her English getting better and she could get better job after finishing the study and practice more to the foreigner. For those who are interested to conduct the research in this field or topic, they should takes more than three participants to make the result of the research more reliable and valid.

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