



Assessing Fluency and Coherence in the Speaking Skill Of Street Vendor in Tourism Area

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Abstract: Using the IELTS rubric as a method for evaluation, the study aims to determine assessing the present fluency and coherence levels among the chosen street vendors based on the criteria specified in the IELTS rubric. Through a qualitative research design, the data collected from a sample population consisting of 9 street vendors from Kuta Mandalika. In order to collect the data, the researcher through interview test which consist of two part, dialogue and monologue each part lasted up to 3-5 minutes. The result showed that there were 3 part category to determine which are intermediate, limited and not competent. The intermediate result show 2 people in range 5.5-6.5 Band. Limited shows 2 people in range 4-5 Band and the rest of them are not competent. In conclusions all the participants were within the context of the "limited" assessment criteria. In computing the mean (average) of the numbers 2, 5, 6, 5, 3, 6, 4, 4, 3, the initial step involves summing these values to obtain a total of 38. Following this, the sum is divided by the total number of values, which is 9. This calculation yields a mean of approximately 4.22. Therefore, the mean of the dataset is approximately 4.22.

Keywords: *Fluency, Coherence, Street Vendor. EILTS Rubric*

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Introduction

English stands as the unrivaled global language (Kortmann, 2020). English plays an important role in education as a second language, providing several benefits to students all over the world. According to Xie & Derakhshan (2021) In a variety of educational contexts, english is an essential tool for communication, academic achievement, and worldwide connection. Since a result, english may be considered global, since its use serves not only as a bridge of communication in ordinary life but also as a formal and international tool for advancing national interests. Most english teachers all over the world would agree that their students need to practice using english outside the classroom if they are to increase their communicative competence, but

“practice” can consist of many different types of english language use.

The use of english outside the classroom improves students' ability to deal with diverse daily situations (Elbes & Oktaviani, 2022). From religious interactions at the temple to local market transactions, english has become an important tool for connecting people from various religious and linguistic backgrounds. When discussing a vacation spot or living in a foreign country, the ability to communicate in english allows visitors to engage with locals and navigate new surroundings. As a consequence, according to Adams (2020) using english outside of the classroom not only serves practical communication demands, but it also promotes religious values and

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creates foundations for contextual and experiential learning of a language.

Based on the concepts described above, it can be concluded that English in the field of learning may be used not only in the classroom but also outside of it. As a result, in this paper, the researcher wishes to delve more into the challenges faced by street vendors who can use English as a way of communication to do business in tourist destinations. It is deemed necessary to do this as information material which can later be used to improve the concept of effective English learning for students who want to learn English by the street vendor outside the classroom.

Literature Review

Speaking skills in communication depend not just on knowing the language well but also on how smoothly and clearly ideas are expressed. According to Masyithah (2020) Fluency, which refers to the smooth and effortless flow of speech, demonstrates one's ability to share thoughts and ideas without difficulty. Meanwhile Toba et al. (2019) state that coherence is involves organizing ideas logically and ensuring they are easy to understand. Both fluency and coherence play a crucial role in building connections, accurately conveying information and fostering positive interactions between street vendors and their varied customers.

In work setting aspect, street vendor is an active economic activity that plays an important role in the social structure of communities across the world (Malasan, 2019). However, efficient communication can be difficult in such varied and busy environments, especially when there are so many different languages spoken by both consumers and sellers. The effectiveness of communication is dependent on the fluency and coherence of ideas as well as language skills.

From the aforementioned explanation, the researcher's interest in examining the fluency and coherence of street vendors' communication. Street vendors serve as vital figures in tourism, directly influencing visitor experiences and destination perceptions. To conduct this study, the researcher plans to utilize qualitative interviews test with street vendors in tourism hotspots, employing frameworks like the International English Language Testing System (IELTS) rubric to develop a tailored assessment tool.

Definition of Speaking

In today's global environment, effective communication is critical to success in all disciplines. Language serves as a tool for communication (Bonvillain, 2019). People cannot communicate perfectly without employing a language. Furthermore, people

cannot reach their objectives and ambitions unless they communicate effectively. As a result, a language is required in order to converse with people all over the world. By being able to speak a common language, individuals can foster connections with others.

Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. According to Crisianita & Mandasari (2022) state that speaking skill is the most important skill to acquire foreign or second language learning. Speaking is regarded as the most crucial ability that must be thoroughly acquired when learning a new language among four essential language skills (Rao, 2019). Brown and Yuke say, "Speaking is the skill that the students will be judged upon most in real life situations".

Fluency and Coherence

Fluency

To be able to communicate fluently in a foreign language is the number one goal for many language learners. Fluency in speaking refers to the ability to communicate smoothly and effortlessly in a given language (Zakirovich, 2023). Fluency also includes the ability to transition seamlessly from one idea to another, ensuring that speech is continuous and coherent (Logan, 2020). Therefore, fluency is a critical component of speaking skill as it impacts how good an individual can communicate ideas and engage in conversations.

Coherence

Coherence, on the other hand, refers to the logical organization and structure of thoughts and phrases in speech (Klebanov et al., 2019). Coherence is accomplished by employing proper connecting words phrases and ensuring a constant flow of thoughts (Forman et al., 2021). Coherence along with fluency is essential for effective communication because it allows to express the thoughts and ideas more clearly and concisely.

Relationship between Street Vendor and Speaking Skill

Lata et al., (2019) state that Street vending emphasizes the need of communication skills for sellers. They must have strong communication skills in order to communicate with customers, negotiate rates, and effectively sell their products. Whether addressing locals or tourists, street sellers rely on their ability to deliver information coherently and compellingly in order to attract clients and close purchases. Street sellers' success and integration into their communities' economic and social structures are heavily influenced by their ability to talk.

Fluency and coherence are essential for street vendors in order to properly interact with their clients. Fluency guarantees that vendors can make their sales pitches easily, catching and maintaining the interest of

potential consumers. Clear structured communication allows suppliers to express their ideas properly, ensuring that buyers comprehend the value of the items on offer. This consistency builds consumer trust and confidence allowing them to understand the merchandise's benefits. Street sellers may develop their client relationships, increase sales and enrich their communities' social economic by refining their abilities to communicate.

Method

The present researcher used a qualitative research design. A qualitative research design is a form of inquiry that collects and analyzes non-numerical data to more fully understand the intricacies of human behavior and experiences (Pulla & Carter, 2018). This chapter describes six common qualitative designs: phenomenological, ethnographic, grounded theory, historical, case study, and action research. Additionally, qualitative research can uncover unexpected findings and provide rich, detailed insights that can inform future studies or interventions.

The researcher conducted the study at Kuta Mandalika, Central Lombok, West Nusa Tenggara Province. This study conducted in Mei to June 2024. The participants of this study involved 9 street vendors, ensuring a diverse representation across, age range of 21-50 years and selection criteria included individuals with varying educational backgrounds, ranging from uneducated to graduates of elementary, junior and senior high school. It was used because this selecting in interesting because they come from a low educational but they can speak. To gain data from this study, interview test was used. This approach allows for a nuanced exploration of how interview test measures align with the fluency and coherence criteria outlined in the International English Language Testing System (IELTS) rubric to develop a tailored assessment tool.

Data was used collected through interview test which consist of two part, dialogue and monologue. Dialogue involves a back-and-forth conversation between the researcher and participant. Monologue refers to a participant speaking about their thoughts or experiences without interruption.

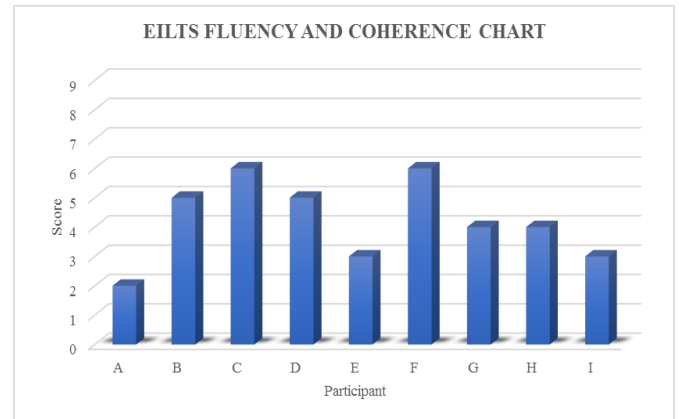
The research design utilizes semi-structured interviews test to delve deeply into participants' language speaking abilities focusing on their fluency and coherence. Each part lasted up to 3-5 minutes asking general topics, such as family, hobbies, transportation, daily activities so on. For furtherer analysis, data gain from the interviews was recorded the interviews which involved capturing audio of a street vendor's fluency and coherence of their responses.

The evaluation will be done in accordance with the criteria outlined in the IELTS rubric. Each vendor's fluency and coherence will be assess and assign a score within the range of 0 to 9. These scores will serve as indicators of the vendors' ability to articulate words and phrases fluently as prescribed by the IELTS criteria.

Result and Discussion

Result

In this part, the researcher explained about the result of the study after calculating the data interview from 9 street vendor



This bar chart shows that the street vendor general English fluency and coherence ability among 9 people in the Mandalika tourism sector in the year 2024. In general, most of the participants fluency and coherence ability were at 4 band.

Discussion

As we can see from the bar chart, there are two participant receive band 6 meaning that they indicating an intermediate level of proficiency. The participant demonstrates a willingness to produce long responses and is generally able to maintain the conversation. However, coherence is sometimes lost due to hesitation, repetition, and self-correction. When discussing their cooking preferences, participant C responded, "Yes. That's true because that's because in Lombok that's if woman must cooking," Similarly, participant E's response was, "Yes. I don't know. Maybe she. You. What time? Maybe," and "If they have money good in the restaurant," Showing an inability to convey a clear message which lacked coherence and context.

In the other hand, they used a range of discourse markers, connectives, and cohesive features, though not always appropriately. Participant C frequent use of connectives like "because," "so," and "and" is evident in statements like,

"So we can do it together. But right now we cannot because everybody can walk selling thing." and

"Okay. Just so, like, the fruit, you mean is like we eat with who? And so we eat eating with my family. And the fruit is also the same with. Only. So what, the food is just like vegetarian. The kind of vegetarian like bean and like aa you know like long bean".

As you can see here in the dialogue participant F frequently used connectives and discourse markers such as "and," "then," "because," and "so."

"Because that's we are like so very much yeah when it's like rainy season, so we go job in the farmer and so when it's like dry season so we here every day" And "we are selling here. So like what is main is seller when it's rainy season time we are not here we not here every day. Yes well, when it's dry season so we here every day,"

both of them showing an attempt to use discourse markers but not always effectively and do the repetition multiple times.

Next, we examine Bands 4 and 5, classified as "limited" in proficiency. Based on the results, two participants achieved Bands 4 and 5. In Band 5, participants generally sustain communication, but depend on repetition, self-correction, and slow speech. They often overuse of certain discourse markers, connectives and other cohesive features. Complex speech usually results in disfluency, while simpler language tends to be produced more fluently.

In the context of the three aforementioned categories, participants exhibited these characteristics in their conversations. Participant B frequently utilized connectives and discourse markers, such as "because" and "like," to link ideas. For instance, they remarked, "Everyday. Because, we stay in one village..." and "Sometimes, yeah but we cooking and then."

Although these markers aid cohesion, they also contributed to a slower speech pace.

Regarding the criterion where complex speech generally causes disfluency but simpler language may be produced fluently, Participant D provided basic sentences when asked about their favorite activity:

"I prefer going to the beach because I will grow up on bed and I will prefer swimming. And sometimes I take to some guys doing surfing. I cannot surf but I bring some gas queen surfing." "Because we take some guests and I go to group walk. We go to Ackar and we go to Mabon Selong Blanak. Every day I go."

These responses are restricted to simple sentences and do not fully develop the ideas or offer detailed explanations.

For Band 4, which is slightly lower but still within the limited category, we observe participants G and H. In the category of Some breakdowns in coherence, Participant G's monologue about Kuta Mandalika is filled with fragmented thoughts and repetitive phrases, such as,

"Because now I am thinking the money for buy rice for buy union for buy soup all people you buy coconut now here, lambo kopi, peanut, nasi campur because I like the money for my children for buy book in the school for buy garlic for buy union all I am thinking here but because that my husband nothing now my husband. My husband already died two years ago eh two weeks ago. You not understand?"

When asked whether Participant H pursues their hobbies alone or with others, the street vendor says, "yes, I do this alone, alone I like alone because fun and more relax."

Similar to Participant G, the repetition of the word "alone" in this sentence indicates that they are struggling with choosing the right words and sentence structure.

In this study, the lowest scores were observed in Band 2 and only one. Participant A received an overall score of 2 Band in the English speaking test, indicating very limited speaking ability. Their speech is marked by lengthy pauses before almost every word and isolated words, resulting in virtually no communicative significance. As can be seen from the below script when she talked part one speaking in dialogue. She displayed frequent and prolonged pauses before almost every word, such as in their self-introduction where she said, "Name... me..., me in name... ibu desita. And you?" "aaa... nice. Many.... Sister..., six six.. girl... boy three..." They also show these pauses disrupted the flow of speech and made it challenging to follow their intended message.

The responses contained isolated words that were recognizable individually but did not contribute to coherent communication. For example, when discussing family activities, they said, "family me selling.... My sister go selling.. in beach..., selling... sarung, bracelet... blanket," where isolated words like "selling" and specific items were mentioned without clear context or connection.

From all the discussion, the participants were within the context of the "limited" assessment criteria. In computing the mean (average) of the numbers 2, 5, 6, 5, 3, 6, 4, 4, 3, the initial step involves summing these values to obtain a total of 38. Following this, the sum is divided by the total number of values, which is 9. This calculation yields a mean of approximately 4.22. Therefore, the mean of the dataset is approximately 4.22.

Conclusion

The researchers used the IELTS rubric to measure the fluency and coherence of street vendor in Kuta Mandalika, Central Lombok. The study used qualitative interviews to assess the competence levels of 9 street vendor of varying ages and educational backgrounds. The findings demonstrated a dominating competency at the "limited" level, with two suppliers reaching intermediate proficiency (Band 5.5-6.5) and the others

falling short. Notably, coherence and fluency issues were evident throughout with participants frequently depending on repeating speech markers and suffering with sentence structure and intelligibility. The results underscore the importance of effective communication skills among street vendors, who play a pivotal role in tourism settings. While some vendors demonstrated the ability to sustain conversations and convey ideas with coherence, many faced difficulties in organizing thoughts and maintaining fluid speech. These findings suggest a need for targeted language support and training programs to enhance vendors' communicative abilities, thereby improving customer interactions and economic outcomes in tourism-driven environments. Moving forward, further research could explore additional factors influencing speaking skills among street vendors, such as cultural contexts and specific language learning strategies. By addressing these challenges, stakeholders can better support street vendors in developing essential communication skills vital for their economic success and integration into local communities.

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