

**MOTORIZED TRICYCLES DRIVERS
IN ENGLISH FOREIGN LANGUAGE ACQUISITION**

Thesis

Submitted in Partial of Requirement for Degree of

“Sarjana Pendidikan” S1

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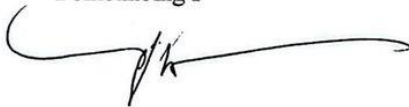
**ENGLISH EDUCATION DEPARTMENT
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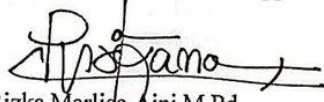
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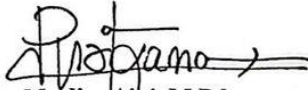
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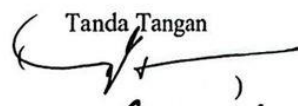
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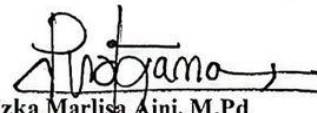
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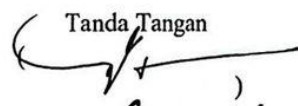
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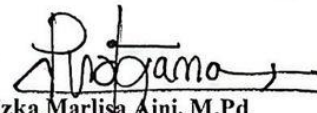
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ABSTRACT

Muliadi, 2024. Motorized Tricycles Drivers in English Foreign Language Acquisition. Thesis, English Department Bina Bangsa Getsempena University, Advisor (I) Mulyadi Syahputra, M.Pd., Advisor (II) Dr. Syarfuni, M.Pd.

This study is aimed to analyze the Motorized Tricycles Drivers in English Foreign Language Acquisition. It was conducted to find out how motorized tricycles drivers can master English and the language strategies of Motorized Tricycles Drivers to communicate with the foreign tourists on understanding the object which they do not completely understand. The method used in this study was qualitative descriptive study. The primary data were the result of interviews with motorized tricycles drivers in Banda Aceh. The technique used in collecting the data was interview. The data were analyzed by employing the six steps of analyzing data, namely; (1) prepare and organize data, (2) Explore and code data, (3) Build description and themes, (4) Represents and reports the qualitative findings, (5) Interpret the findings, (6) Validate the accuracy of finding. The result revealed that

(1) The motorized tricycles drivers acquired English through formal and nonformal education, and learning through friends and the tourists. (2) The language strategies of motorized tricycles drivers are verbal, nonverbal, visual, and written language.

Keywords: Drivers, English, Acquisition, Language, Strategies

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Praise to the almighty ALLAH because of his blessing the researcher is able to finish this thesis with the title “Motorized Tricycles Drivers in English Foreign Language Acquisition.” Peace and blessing upon our prophet Muhammad SAW who has guided us from the darkness to the brightness. This thesis is presented to the English Department of Bina Bangsa Getsempena University in Banda Aceh as partial fulfillment of the requirement for degree of Sarjana Pendidikan (S1).

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Banda Aceh, January 26th 2024

The Researcher

Muliadi

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CHAPTER I

INTRODUCTION

This chapter will present the discussion on the background of the study, research focus, problem formulation, research objective, research significance, and definition of key terms.

1.1. Background of the Study

The need of transportation is felt in the mobility of a person every day, especially in modern times like now. There are various types of transportation that can be found today, both modern (cars, motorcycles, planes, trains, etc.) and traditional (motorized tricycles, rickshaws, etc.). In its development, many means of transportation have begun to transform to keep up with the times, such as electric trains/cars, and even the latest is a car that can fly. However, in the midst of increasingly modern transportation, we can still find several areas in Indonesia that still use traditional transportation nowadays. One of the traditional transportations is motorized tricycles.

Motorized tricycles are scattered in several regions of Indonesia, including Banda Aceh. Currently, motorized tricycles are still actively operating in Banda Aceh. Based on information obtained from the Banda Aceh Transportation Agency (*Dinas Perhubungan*), there are currently 13 motorized tricycles organizational groups in Banda Aceh with a total of 819 units, with an average age of motorized tricycles drivers ranging from 30 to 65 years.

The motorized tricycles in Aceh not only carry the local passengers, but also the foreign passengers. Serving foreign passengers definitely has different treatment from local passengers. It caused the foreign passengers to use foreign language while communicating and only a few of them are able to communicate in Indonesian. On the other hand, some tourists want to explore the wonderful

Aceh by using traditional vehicles, like motorized tricycles. Therefore, researchers are interested in researching further about pedicab drivers and how they communicate with foreign tourists.

To attract more passengers, the drivers need to have good communication skills and also need to know how to communicate in several languages. These communication skills ease them to interact with the passengers in order to know the destination and inform the price that is needed. Most drivers are able to communicate in Acehnese, Indonesian, and even English.

Based on the observation, one of the reasons motorized tricycle drivers choose this profession is because they have a limited educational background, not a few of them only carry out elementary and junior high school education, in fact some of them do not go to formal school at all. This becomes very interesting. Due to the facts on the ground, motorized tricycles are one of the favorite means of transportation for foreign tourists, where one of the conditions for being able to attract foreign tourists is having the ability or understanding of English to communicate with them. The drivers that have the high opportunity to communicate with the foreign tourists are those located in Banda Aceh.

Then the question arises how do they have the ability to communicate in English with these foreign tourists? It turns out that the competition factor between drivers and desire to get more passengers or money is the main trigger for them to have the ability to learn English on their own or better known as the foreign language acquisition.

Foreign Language Acquisition (FLA) is the process of understanding foreign language. FLA is not limited to specific age or level. It can be acquired by young and also adult people. However, the ability to learn new languages for adults is not as easy as for young people. It is caused by the sensitivity and the flexibility of the young's brain that is higher than adults. That is why it will be

more challenging for the adult to acquire a new language.

In this case, the drivers who are adults try to understand English as the foreign language. Usually, people can acquire English as the new language through formal and nonformal education, such as school and tutoring. Meanwhile, most of the drivers have a lack of opportunity to get a higher education. So, their chance to learn English in formal and non-formal education is low.

Because of the lack of opportunities to learn English, the most relevant way for the drivers to acquire English is through Language Acquisition. Usually, people can acquire a new language from what they see and what they hear. The process of these acquisitions is done continuously. This is in line with the theory of Krashen in Adero (2013), stating that acquisition is a natural process which takes place without any attention to linguistic forms, this involves participating in natural communication, such as communicating with the foreigner accidentally. This is very suitable for the conditions of motorized tricycle drivers who acquire English autodidactically and without following formal or informal education. They may communicate with the tourist directly without any preparation. Because of this situation, the way they acquire English is very interesting for the writer. Therefore, the writer takes this topic as the research.

This research is important to know how adults are able to understand the new languages, especially English, and this language is used in their activities, such as working. It is necessary to know the effort of adults while acquiring English, especially for those who do not have the opportunity to get higher in formal or non-formal education. Compared to the previous research, Irwandi (2020) researched second language learning for adults. In that research, the writer studied how adults learn the second language generally, not specific to the certain language or the certain profession. Nevertheless, that research can be

additional references for the researcher to strengthen this research.

Based on the description above, the researcher is encouraged to conduct research with the title "Motorized Tricycles Drivers in English Foreign Language Acquisition

1.2 Problem Statement

Based on the research above, the research problem of this study is a follow:

1. How do the Tricycles Motorized drivers master English?
2. What is the strategy of Motorized Tricycles Drivers to communicate with the foreign tourists on understanding the object which they do not completely understand?

1.3 Research Objectives

According to the background and problem statement of the study are:

1. To find out how the Tricycles Motorized drivers master English.
2. To find out the strategy of Motorized Tricycles Drivers to communicate with the foreign tourists on understanding the object which they do not completely understand.

1.4 Significance of the Study

The significant of this research are expected to have an impact on learning English:

1. Researcher

The benefits for researchers are expected from writing assignments. This end is able to provide useful information and can add knowledge and references as well as become a reference material or guide for those who wish to research self-directed learning strategies further.

2. The Tourism and Culture Department

This research is useful for the tourism and culture department to empower the motorized tricycle drivers' communication skills, especially in English. It also can be a reference for the department to know which field of drivers' English communication skills that should be improved.

1.5. Key of Term

To avoid the ambiguous meaning of some terms in this research, the writer gives the operational definition of the topic.

1. Motorized Tricycle Driver

Motorized tricycle is the Indonesian traditional transportation, which has three wheels. One wheel is in front and two wheels are in the back. Therefore, a motorized tricycle driver is someone who carries the passengers by using the motorized tricycle.

2. English Foreign Language Acquisition

Second language acquisition (SLA) is the learning of any language other than the first language that we get or what is commonly referred to as the mother tongue. In this study, we use English, one of the foreign languages, as the second language acquisition.

1.6. Scope of the study

In this research, the writer focuses on the foreign (English) language acquisition done by Motorized Tricycle Drivers in Banda Aceh.

CHAPTER II

LITERATURE OF REVIEW

This chapter explains some theories based on the experts' definition of Motorized tricycles, English Foreign Language Acquisition, relevant references, and frameworks of thinking.

2.1. Motorized Tricycles

2.1.1 Motorized tricycles in general

Motorized tricycles or local people call them "*Becak*", derived from the Hokkein language, namely *be chia* which means horse-drawn carriage. Meanwhile, in the Free Indonesian Dictionary (KBBI) rickshaws are a means of transportation in general, like a bicycle with three wheels where one wheel is behind and the rest ahead. The development of transportation in history has moved tremendously slowly, evolving with the occurrence of changes little by little. Transportation started with the invention of the wheel around 3,500 BC in use to make moving things easier. The existence of transportation is nothing else than to support daily human activities, and is a means of mobility for humans on land, sea and air. And in 1790 the first bicycle was used and motorbikes in 1893 just appeared and were used. Development transportation runs very fast as well as the use of walking transportation very quickly.

Becak are a means of land transportation, history can never kill a *Becak*. From the Dutch era to the New Order government, efforts to eradicate *becak* never happened successfully. *Becak* is a form of loyalty of a husband to his wife, similar to the history behind the invention of this simple vehicle. One day, in 1865, while

out for a walk enjoying the view of Yokohama city, Japan, Jonathan Goble, a missionary america, thought of building a vehicle for his paralyzed wife, Eliza weeks. So he started drawing a small train without a roof on a piece of paper. The plan he Send it to his best friend, Frank Pollay. Pollay built it according to Goble's design then took him to a blacksmith named Obadiah wheeler and took him to a blacksmith named Obadiah Wheeler. Be a *Becak*.

In Japan, *Becak* are known as jinrikisha (pull vehicles manpower). The whereabouts of the jinrikisha caught the attention of the nobles. Jinrikisha is then synonymous with the vehicles of the nobility. Since 1870. The popularity of *becak* crossing into cities in mainland China, across southeast asia (india), swept across southeast asia, even to South Africa. The Chinese immigrants brought tools for this transportation to destination countries such as India and Singapore. The development of the rickshaw is no longer operated by way of pulling but on wood(cycle-rickshaw).

Just like the beginning of the *becak*, it is not clear when the becak was known in Indonesia. Leah jellani in Like a Spinning Wheel, wrote that a *becak* was brought to Batavia from Singapore and Hong Kong in the 1930s. Jawa Shimbun issue 20 January 1943 *becak* in introduced from Makassar to Batavia in the late 1930s. This is reinforced by the trip of a Japanese journalist to various regions in Indonesia, in Macassar. In the note entitled "pen to camera" published in 1937 it was mentioned, *becak* found a Japanese living in Makassar, named Seiko-san who owns a bicycle shop, because the sales did not go as expected then the owner thinking that the pile of unsold bicycles can be reduced. He makes a three-wheeled

vehicle, and creates a *becak*.

According to the Star Weekly magazine in 1960, the shape of the *becak* in Indonesia originates from China. The word *becak* (*betjak*) also comes from China, bee (horse) and tja (cart) or means cart horse. Entering Indonesia for the first time in the early 20th century the needs of Chinese merchants to transport goods. In 1937, it was written in star weekly, *becak* are known as "tricycles" as the new *batjak/betja/beetja* are called used in 1940 when rickshaws began to be used as public vehicles. Amount *Becak* actually increased rapidly when the Japanese came to Indonesia in 1942. Control Japan is very strict against the use of gasoline and prohibition of possession of private motorized vehicles make pedicabs the only best alternative modes of transportation in big cities such as Jakarta and Surabaya.

After the war, when the routes and modes of transportation were growing, *becak* remained endure. In fact, he became a transporter that spread throughout Indonesia. In the mid to late 1950s there were around 25,000 to 30,000 *becak* in Jakarta. The number of *becak* swelled fivefold in the 1970s. The *becak* has not really been displaced or eroded by the currents of modernization variants that are unique in each region. In Indonesia there are two types of *becak* that are prevalent use:

1. *Becak dayung* or Paddle rickshaws are rickshaws that ride on bicycles, where the rider must use his feet to pedal the rickshaw. Pedicab like this Usually we can find it in Java
2. *Becak motor* or Motorized rickshaws/engine rickshaws, namely *Becak* that use a motor as a vehicle mover. We can find this *becak* in Sumatra.

2.2. Second language Acquisition

2.2.1. The Definition of Second Language Acquisition

Second Language Acquisition (SLA) is the study of individuals and communities who acquire a second language after mastering their native tongue as children, as well as the process by which they acquire that language. Doughty & Long (2003) state that the additional language or language after the mother tongue which is further learned is called a second language, even though it may actually be the third, fourth, or tenth language to be acquired. This Second language can be obtained both formally and informally. Schools and courses are alternatives to being able to get a second language. Another option can be in the existing community (understand another language) (Baker, 2011).

Furthermore, acquisition is a colloquial term for learning. However, it is occasionally used in a different way and with a different meaning, such as in second language acquisition. The process by which a person acquires a language is sometimes referred to as acquisition rather than learning, because some linguists believe that the development of a child's first language is unique (Felder, 2017). According to Hadley, acquisition can be broadly defined as the internalization of rules and formulas for use in communicating in the target language. Additionally, they state that the spontaneous process of rule internalization that occurs as a result of the use of natural language during learning consists of the development of conscious target language knowledge through formal study (Jayendran et al., 2021). In other words, acquisition is the unconscious study of a language in a natural way and it is not dependent on the language teaching. On the other hand, learning is a conscious study through formal instruction such as language classroom learning.

According to Krashen (1982), one does not need to use grammatical rules of the language learned. What is required is a meaningful interaction in the language itself, which generally focuses more on the message conveyed from the grammar rules and the rules in speaking. Language competence or ability is obtained from receiving comprehensive input without experiencing formal instructions or training on grammar or reading the language itself. The involvement of a second language certainly cannot leave the first language.

Moreover, Jack Richards in the Longman Dictionary of Applied Linguistics, second language acquisition is "the process by which people acquire proficiency in a second or foreign language." Additionally, "the ongoing or completed acquisition of another language or language after the primary language." To summarize, second language acquisition (abbreviated as SLA) is the unconscious process by which a person acquires a second (L2) or additional language.

Seville and Troike defined SLA in terms of any phenomenon associated with L2 learning. Occasionally, we must make additional distinctions based on the L2 function we will use in our lives, as this can have a significant impact on what we learn. These distinctions can influence the type of vocabulary knowledge required, the level of grammatical complexity required, and the relative importance of speaking and reading skills (Segalowitz & Lightbown, 1999). The following distinctions are frequently made in the literature:

1. Second Language

A second language is the official or socially dominant language required for education, employment, and other essential functions. It is frequently acquired by members of minority groups or by immigrants who are native speakers of another language. The term is contrasted with other terms on this list in this more limited sense.

2. Foreign Language

A foreign language is not widely spoken in the learner's immediate social context and can be used for future travel or other cross-cultural communication situations as a curricular requirement or elective but without direct or necessary practical application.

3. Library Language

A library language is primarily used to advance learning through reading, mainly when books or journals in the desired field of study are not frequently published in the learner's native tongue.

4. Auxiliary Language

Auxiliary languages are those that learners must know to perform an official function in their immediate environment or for broader communication purposes, even if their first language meets the majority of their other needs.

In addition to those mentioned above, another highly specialized function for a second language, especially foreign language, is that of a language designated for a specific purpose, such as working.

2.2.2. Aspect of Second Language Acquisition

1. Input

Input in learning itself can be interpreted as the environment around the learner (covering everything) that is used for the ongoing learning process, both human resources, hardware, software, and the system applied. According to behaviorists, they believe that input and output are closely related (Wang, 2009). So, if a stimulus for the learner is set or controlled by things outside the learner, the learner will get the same results and in accordance with what was obtained previously (in input). In contrast to adherents of mentalism who believe that input is only a stimulant of understanding that has been owned by previous learners (Zulkarnain, 2020).

2. Process

According to Edmondson (2009), the input for language acquisition will be felt when it is realized through interaction. This is in line with Gas's (2013) statement where language acquisition cannot be obtained only from the listening process but also from others. For example, language learners are forced to respond to what they hear by stringing certain words together. These inputs lead to interactions that trigger the production of language (Gerber et al., 2001). The direct verbal interaction has its own power that creates a moment where learners are given space and time to process input with the process of producing language that will be used as output. Usually, this interaction force also arises from the ongoing process of implementing programs or regulations that are being applied (Mehuiet, 1988). This can be a kind of motivation to help with processing input into output.

3. Output

The output itself means the result, which in the context of language acquisition means something that is caused or caused by a series of processes for language acquisition. It can be in the form of learning success, the emergence of a new system

or program, and so on in the environment where the previous input and process took place. The output will not be far from evaluation and assessment because it must be carried out continuously as long as the input and process continue (Ahmadi & Panahandeh, 2016). In addition (D’Inverno et al., 2021), the output is also a measure of how successful the inputs and processes have been. Within the scope of language learning itself, if the output of a system shows good results, the conclusion is that the inputs and processes that were applied previously are also good here including goals, policies, resources, and other things that affect the quality of an input and process implementation.

2.3. English as Foreign Language Acquisition

Dulay, Burt, Krashen (1982) stated that second language acquisition includes learning a new language in a foreign language context (e.g. English in Mexico or German in the United States) as well as learning a new language in a host language environment (e.g. German in German). They use the term second language (L2) to refer to both foreign and host languages and the teaching methods apply to the acquisition of both (1982: 11).

Besides, Krashen (1985: 8) differentiates the two different ways of gaining a target language. He states that there are two ways of developing ability in a target language: “acquisition” and “learning”. Acquisition is defined as a subconscious process that is identical to the process used in first language acquisition in all important ways, while learning is defined as conscious knowing about a target language. While acquisition is taking place, language learners are not always aware of the results; they are not very concerned with grammatical rules and error

correction. They are gaining a target language by living in the society where the language is used in their daily lives. When language learners talk about the rules of a target language, they correct errors, and people in the society do not speak the target language, they are learning the target language.

Although the second language and the foreign language are acquired after the first language (L1), they have differences in terms of their use. According to Eva Eddy (2011), a second language is acquired by people who: (1) live in a country where two or more languages are spoken. The language not being their first language but necessary to be acquired in order to enable communication with the rest of the population is considered a 'second language'. (2) moved to a country where a language different from their first language is spoken and they need to acquire the language of the target country (Dulay et al., 1982). Meanwhile, A foreign language is also acquired after the first language; however, it is one a person voluntarily chooses. It is not a vital means of communication with other people living in their homeland or a country they moved to. The choice is usually influenced by the interests of the individual and/or their plans for the future in an effort to make use of the language acquired. The most important difference is that a second language is usually acquired in the environment where it is actually spoken on an everyday basis by a certain group of the population while a foreign language is most often studied outside of the natural language environment. The example of an Acehnese native speaker learning Indonesian as a second language might be used. Meanwhile, an Acehnese learning English could serve as an example of someone acquiring a foreign language.

This is based on the fact that, in spite of the reasons helping an individual decide to study a language and the environment, language two (foreign and second language) is studied after the first language has been acquired to some level. The factors differentiating foreign and second languages are important; still, it is indisputable that the ways of second and foreign language acquisition are closer to each other than when comparing the first language to language two. That makes it possible to find relevant such research results which have been achieved in both fields – foreign and second language acquisition.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in society, such as in the United States or Malaysia. People in those countries emphasize on the ability and fluency in communications of daily lives; they acquire English because they are exposed to the language in the society. They are not always aware of the process of gaining the language. Referring to the theory of gaining a target language mentioned above, the process of gaining English in Indonesia is regarded more as learning while in Malaysia more as acquisition. Even though some people may disagree with the distinction between the term second language and foreign language, it is not denied that the status of English in Indonesia is different from that in Malaysia. In Malaysia English is gained in the society where the people speak the language; in Malaysia English is a second language. In Indonesia English is learned only at schools and people do not speak the language in the society.

English is really a foreign language for language learners in Indonesia.

2.4. English Acquisition for Adult

Most people believe that children are better than adults at learning a second language. This statement is supported by a common observation stated that young second-language learners seem to be able to learn another language quickly by exposure without teaching. Steinberg in Suryantari (2018) states that there are some factors involved in second-language. Generally, it is said that children are better learners than adults. When considering second language acquisition, a child introduced to a second language at the same time as an adult will, in almost every case, acquire a much better pronunciation. Young learners will also do better when it comes to grammar skills and fluency as stated by Lightbrown & Spada in Oroji & Ghane (2014).

Second language acquisition is strongly influenced by the first language because of memory factors and interactions in the environment that cause second language acquisition. It is different if someone learns a language because of academic needs. Second language acquisition dramatically affects what older children acquire and second language use (Ruiqin Miao, 2015). When these factors appear in children, they can see confidence in socializing and relating personally to their mothers. The following is a clearer explanation of Stephen Krashen in Chaer (2009:247-250) proposed Five interconnected hypotheses. The Five hypotheses are:

a. Acquisition – Learning hypothesis

In mastering a language, it is necessary to differentiate its existence acquisition (acquisition) and learning (learning). Acquisition is mastery of a

language through subconscious or natural means and occurs without a planned will. Instead, learning is effort conscious to formally and explicitly master the language being studied, especially with regard to language rules.

Apart from that, Krashen (1982:7) explains that there are differences acquisition and learning are the most fundamental things in all hypotheses presented. Adults have two ways to develop competence in a second language. First, acquisition is different from the way children develop first language skills. The process occurs subconsciously and just be aware that they use the language to communicate. Apart from that, you are not aware of the language rules he obtained. But it has a sense in the truth of its language like the grammatical sentence sounds correct, or based on that feeling Correct. Then when you feel wrong, you don't know about the grammar rules that were violated. Another way is to develop language acquisition namely through implicit learning, informal learning, and natural learning.

Second, to develop competence in a second language is through language learning. Usually use the term "learning" which then refers to knowledge of a second language consciously, and knowing the rules about language. Non-technically, Learning is knowing about language, such as grammar rules mentioned explicitly. Second language theory explains that children acquire language by acquiring, whereas adults can only learn by themselves. But it has a sense in the truth of its language like the grammatical sentence sounds correct, or based on that feeling Correct. Then when you feel wrong, you don't know about the grammar rules that were violated. Another way is to develop language acquisition
namely

through implicit learning, informal learning, and natural learning. Second, to develop competence in a second language is through language learning. Usually use the term "learning" which then refers to knowledge of a second language consciously, and knowing the rules about language. Non-technically, Learning is knowing about language, such as grammar rules mentioned explicitly. Second language theory explains that children acquire language by acquiring, while adults can only learn.

b. Natural hypothesis order

This hypothesis states that in the process of language acquisition Children acquire language elements in a certain order which can be predicted. This sequence is natural. Research results show a relatively stable pattern of acquisition of language elements for first language, second language, or foreign language.

c. Monitor hypothesis

In the first hypothesis above, it has been explained that acquisition and learning have different characteristics and functions. Acquisition produces a creative construction system which is a naturally acquired competence. While learning (learning) produces a language system for monitoring that is a competency that is learned under certain conditions. Monitor is a process of editing, repairing, and correcting discourse both before and after writing as well as after the discourse is spoken. According to Krashen, learning does not help edit, correct and correct the grammar obtained through acquisition, learning only monitors the grammar of speech and does not determine fluency and fluency of speech in second language acquisition. The affective filter will be loose if the second language learner is calm,

happy, not nervous or afraid, thus the information obtained can be entered easily into the brain.

The monitor hypothesis holds that acquisition and learning are used in very complex and specific ways. Usually gain starts by getting someone to speak a second language (target language) and is responsible for fluency in speaking “acquisition “initiates” our utterances in a second language and is responsible for our fluency”. While learning has only one function, namely as a monitor or editor only one function, and that is as a Monitor.” Even if it's included games (games) or learning while playing, still he just does changes in speech.

d. Input hypothesis

This hypothesis states that someone master's language through input that can be understood, namely by focusing attention on the message or content, and not on the form. Besides that, it states that listening activities to understand the content of the discourse are very important in the process of language acquisition.

e. Affective filter hypothesis

The affective filter hypothesis According to Krashen one obstacle can arise during language acquisition is an affective filter is a 'filter' which is influenced by emotional variables that can prevent learning. This hypothetical filter does not have a direct impact on language acquisition but prevents input from reaching the language acquisition part of the brain. According to Krashen, the affective filter can be triggered by various variables such as anxiety, self-confidence, motivation and stress. This hypothesis implies that it is important to create a conducive environment for students to learn safely and comfortably without being afraid or

ashamed of making mistakes and taking risks.

In this hypothesis Stephen Krashen explains that every human being has an effective filter or commonly referred to as (Effective Filter). This is what gives fear, shame to a student. A language learner who has high motivation, high confidence, and lower anxiety, will more likely to succeed in language acquisition, but vice versa if the learner language does not have some of the things mentioned above in itself then manifest a positive emotional variable. Furthermore, according to Krashen, this filter will prevent students from receiving/reproducing the language.

Krashen also explained that every human being has an affective filter or which is known as an affective filter. The thing to know is that not everyone who learns a second language will succeed. The cause is that comprehensive input is not well received. In this context, according to Krashen, factors of motivation, attitude, confidence, and desire will be very important.

These four factors are assumed to be effective filters. If This filter is wide open, then the input will enter freely. On the other hand, if the filter is narrow or closed, then the input is very difficult to enter or possibly didn't enter at all. Furthermore, according to Krashen, this filter will make it possible for someone to make mistakes in language because of the narrowing of the filters that can hinder students in language learning.

On the other hand, Schumann (1978) in the Acculturation Model of language learning states that the level of mastery of one's language is influenced by the ability to adapt to a new environment. The more a person can acculturate to

the new environment, the greater the language contact with the surrounding community, thus increasing the chance for natural language acquisition.

The habit of using language both by children and adults will have a direct influence on the process of language acquisition. When someone is in another country, surely the frequency of using their mother tongue tends to be used less frequently, so the most dominant language usage is local language. If an ordinary conversation fails, this will affect the process of acquiring foreign languages for both children and adults. However, simplifying the context of speech can help learners to remember their memory and applications, especially for children and adults. Exposure to use the target language with native speakers or people who are not native but are good for the target language will be beneficial for both children and adults to naturally acquire and master the language.

2.5 Communication Strategies

According to Dance and Larson (1972), communication is the process of acting on information. Someone does or says something, and there is a response from someone else in the form of an action, a word, or a thought. Beebe and Masterson (2016) added that Human communication is the process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages. Hence, Communication is the act of exchanging information between individuals or groups through a shared system of symbols, signs, or behaviors.

In Addition, Dornyei (1995) stated that Communication Strategies is defined as a systematic technique employed by a speaker to express his or her

meaning when faced with some difficulty. What is meant by difficulty here is lack of basic grammar and vocabulary in the target language. Communication strategies help the learners to keep on using the language in communication with others.

Besides, Ellis (1997) said that communication strategies are ways to make the conversation go on because every learner in a second language actually has a problem in saying what they want to say because of their inadequate knowledge. Communication strategies are used by the speakers when they face some difficulties due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by the listener (Corder, 1983; Tarone, 1983).

Effective communication is an essential component of success in a variety of settings, ranging from interpersonal contexts to more formal situations such as meetings and presentations. By understanding the different types of communication, one can learn how to effectively convey their message to the other party without confusion or misinterpretations. According to Bart Kelly, there are four types of communication; there are verbal, nonverbal, visual and written.

A. Verbal Communication

Verbal communication is the utilization of spoken or written language to impart a message or data to another individual. The primary forms of verbal communication are in-person, telephone, and video call. Interaction between a limited number of individuals in a face-to-face setting is a common form of interpersonal communication. Certain topics may be better addressed in a direct, face-to-face manner rather than through written communication. Verbal

Communication is the most appropriate and respectful way to convey information.

In order to add a personal touch or when addressing sensitive topics, in-personal communication is recommended. It is essential to make the necessary adjustments to ensure that the appropriate nonverbal cues are utilized to effectively convey the intended message. It is important to be aware of body language, gestures, facial expressions, and eye contact when engaging in dialogue with another individual. In cases where sensitivity is paramount, verbal or visual forms of communication are more suitable. Active listening is the practice of intently focusing on the words being spoken while engaging one's mental faculties. Utilizing the correct language, speaking distinctly, being aware of the audience, responding suitably, and employing an appropriate tone are all measures that can be taken to ensure effective communication and prevent misunderstandings.

B. Nonverbal Communication

Nonverbal communication is the process of conveying meaning through the use of body language, facial expressions, and other nonverbal cues. It is an essential part of interpersonal communication that allows individuals to convey their feelings and intentions without the use of words. Plumb (2013) added that Non-verbal communication is a collection of expressions and body language an individual consciously or unconsciously expresses to anyone watching. These behaviors include facial expressions, postures, eye behaviors, tone of voice, and gestures. Nonverbal behaviors are of central importance to the expression of emotions (Bjerregaard, 2010). These non-verbal cues help regulate the flow of conversation, facilitate turn taking, provide feedback, and convey subtle meanings.

Nonverbal communication is widely accepted, as it is a key element of

effective communication. It is important to observe appropriate and inappropriate behaviors when engaging in nonverbal communication. It is beneficial to utilize body language, gestures, facial expressions, and eye contact to reinforce verbal communication, as they can be used to communicate a wide range of emotions. Furthermore, utilizing certain nonverbal communication techniques, such as maintaining a comfortable distance between individuals and being aware of one's emotional state, can ensure effective communication. It is essential to be cognizant of the implications of disregarding nonverbal communication cues, as doing so can result in tension, mistrust, and confusion.

C. Visual Communication

Visual communication is a powerful tool for conveying ideas and emotions. It is the practice of using visual elements such as symbols, imagery, typography, and layout to effectively communicate a message, inspire change, or evoke an emotion. Visual communication allows for the rapid comprehension of complex concepts, captures attention, and strengthens relationships. Additionally, it can be used to create a favorable initial impression, express emotions, and motivate action.

D. Written Communication

Written communication is the transmission of information via written symbols, including words, sentences, and paragraphs. It is an essential ability in the contemporary digital age and can take many forms, including emails, memos, bulletins, and written advertisements. Writing is an essential part of any business, and effective written communication is key to the success of an organization. Further/more, written communication can be used to convey complex concepts and feelings, as well as to build relationships with customers and colleagues.

Table 2.1 Communication Strategy

Verbal	Speaking
Nonverbal	Gestures
	Facial expressions
	Body language
Visual	Symbols
	Pictures
Written	The use of words and sentences.

Source: Bart Kelly

2.6 The Correlation between Motorized Tricycle Drivers and English

Based on the official website of Banda Aceh tourism stated that motorized tricycles are the favorite transportation of tourists when visiting Banda Aceh. Illiza Saaduddin Djamal (2015) said that the government hopes that the motorized tricycle crews will remain friendly and improve services to guests. This was also emphasized by the Mayor of Banda Aceh, with its uniqueness, trishaws are a fairly popular means of transportation for migrants or tourists in the city of Banda Aceh, if possible, motorized tricycles pullers must also be able to speak foreign languages, so that communication becomes smooth and creates comfort for tourists, especially from abroad.

CHAPTER III

RESEARCH METHODS

This chapter presents the method of the study which is composed of data design, source of data, technique of collecting data, technique of data analysis and technique of data validity

3.1 Research Method

This research is a qualitative descriptive study to see the procedures of motorized tricycles drivers in English foreign language acquisition. Additionally, this research was present in form of description and interpretation from the observation data without any number that involves it. This statement is supported by Williams (2007:67) who stated that qualitative research involves purposeful use for describing, explaining, and interpreting collected data.

This research analyzes the implementation of motorized tricycle drivers in English foreign language acquisition. Koh, et al (2000:219) supported the statement by saying qualitative research has an emphasis on process, or how things happen, and a focus on attitude, beliefs, and thoughts, how people make sense of their experiences as they interpret their world. According to Nassaji (2015:129), this method often involves an inductive exploration of the data to identify recurring themes, patterns, or concepts and then describing and interpreting those categories. The data collection techniques in this study were observation and interview techniques. Observation techniques are used to collect information about the Motorized tricycles drivers in English foreign language acquisition in Banda Aceh. Interview techniques are used to find out how the Motorized tricycles drivers' learning improves their ability to understand

basic English conversation and benefits they experience directly. Data analysis techniques used in this study are: data reduction, data display and inference (verification).

Based on the explanation above, the researcher reviews information about the use of motorized tricycles drivers in English foreign language acquisition. Therefore, this study uses qualitative research, the researcher used a qualitative descriptive method

3.2 Research Design

Research design of this study is qualitative descriptive study. According to Sukardi "descriptive research is a research method that seeks to systematically describe the characteristics of objects to be examined properly". Furthermore, according to Ary (2010: 424-425), descriptive data in qualitative research is the qualitative inquirer deals with data that are in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study. The data collected are the participant experiences and perspectives.

Based on theories above, it can be concluded that qualitative research is a research method that is used to investigate, explore, and examine a problem in research, and also to find answers about these problems based on the result of data. In this research, the researcher only focuses on the interviews as the finding of the data.

3.3 Source of Data

A data source is the source from which data is retrieved. According to Suryati

(2018:28), the data source can split into two parts. These are primary and secondary data. Therefore, this study uses both types of data sources.

3.3.1 Primary Data

Sugiono (2012) stated that primary data is the source that directly affords data to the data collector. So, the data purely comes from the source itself. In this study, the primary data is the statements of the motorized tricycle drivers about their strategies on learning basic English conversation.

3.3.2 Secondary Data

Secondary data is data that comes from sources other than the primary data. You can find it in books and media by studying or understanding the source itself. Reference parameters are given, although from other sources (Siswanto, 2010). In this study, secondary data are obtained from the library in the form of research-related literature such as papers, documents, and books related to the research theory.

3.4 Technique of Collecting Data

To get the data, the researcher used interviews. According to Ary, et.al (2002, p.434, as cited in Rini, 2017), interviews were used to gather data on subjects' opinion, beliefs, and feelings about the situation in their own words. The interview guideline would be done to verify and clarify the respondents' answers related to the research questions. It was also used as a source to gather more information in order to strengthen the data.

The researchers used the open-ended interview in order to gain deeper information from the participants. Furthermore, the semi-structured interview was

used to make the discussion which was not widespread and focused on the main topic. In an interview the researchers used the interview guideline to lead the interview questions. Michael (1983, p. 200, as cited in Rini, 2017) stated that interview guideline was a list of questions or issues that were to be explored in the course of an interview. The interview questions were open-ended questions which contain the strategy in teaching listening comprehension. Rossman and Rallis (1998, as cited in Rini, 2017) reveal that the open-ended requires asking general questions and developing an analysis from the information supplied by participants.

In interviews, the researcher will use individual interviews or it can be called one-on-one interviews. One-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time (Creswell 2012, p. 218).

In obtaining the interview, the researcher utilizes a recorder to use a Handphone in order to help the researcher to analyze the data. By using a recorder, the researcher could be more suitable to be used in an interview because the researcher could be more focused in asking the questions. In addition, Patton (1983, p.247, as cited in Rini, 2017) reveals that to increase the accuracy of data collection, the use of recorder permitted the interviewer to be more attentive to the respondent.

3.5 Location of the Research

This research will be conducted in the area around the city of Banda Aceh. In this research, it will focus on motorized tricycle drivers who have a high chance of interacting with tourists and implementing communication using English in several places in Banda Aceh, such as Ulee Lheu Port and Baiturrahman Grand

Mosque.

3.6 Techniques of Data Analysis

After collecting the data, the researcher analyzes the data. According by Creswell (2012, p. 261) there are six steps to analyze the data, as follow: preparing and organizing the data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings.

1. Prepare and organize data for analyze

Initial preparation of data analysis requires organizing large amounts of information, transferring it from spoken or written words to typed files and making decisions about analyzing data whether by hand or computer.

In this research, the writer will transcribe and organize all the data from the interview into a system of organization which could take several forms, such as:

a. Developing a table of sources that can be used to help organize the material.

All data interviews will be transcribed into the table. The table is shown as follows.

Table 3.1 Interview Transcription

No	Question	Answers	Coding	Description
1.				
2.				

2. Organizing the materials by type: all interviews and all photographs or other visual materials; as an alternative the writer might consider organizing the materials by participant, site, location, or some combination of these approaches. Here, all the data and documentations, such as audio recording of interviews, pictures and the notes will be organized well.
3. Keeping duplicate copies of all forms of data. It is important for saving all of the data and backuping while it is needed.
4. Explore and code data

The first step in data analysis is to explore the data. A preliminary exploratory analysis in qualitative research consists of exploring the data to obtain a general sense of the data, memoizing ideas, thinking about the organization of the data, and considering whether the writer needs more data.

Coding is the process of segmenting and labeling text to form descriptions and broad themes in data. Although there are no set guidelines for data coding, some common procedures exist (see Creswell, 2007; Tesch 1990). Using a visual model will help learn the procedure. The object of the coding process is to understand text data, divide it into text or segment images, label the segments with code, check the code for overlap and repetition, and combine this code into a broad theme. So, it's an inductive process of narrowing the data down to a few themes (J. Davi Creswell, personal communication, January 1, 2001). Also, in this process the researcher will select certain data to use and ignore other data which doesn't specifically provide proof for the theme.

In this research, after transcribing all the data interviews into table 3.6.1, the

writer codes the answers of the interviews in the column that has been prepared in the table. The code that is used is referred to whether language learning or language acquisition.

There are several steps involved in coding data that the writer uses in this research. These steps refer to Tesch (1990) and Creswell (2007) recommendation.

- a. Get a sense of the whole data. Read all of the transcriptions carefully. Write down in the margins some ideas as they come to mind
- b. Pick one document of the interview sheet. Go through it, asking the question “What is this person talking about?” Consider the underlying meaning and write it down in the margin in two or three words, drawing a box around it. Do it to all interview sheets.
- c. Begin the process of coding the document. This process involves identifying text segments, placing a bracket around them, and assigning a code word or phrase that accurately describes the meaning of the text segment. Sentences or paragraphs that all relate to a single code are called a text segment. Codes are labels used to describe a segment of text or an image.
- d. After coding an entire text, make a list of all code words. Group similar codes and look for redundant codes. Your objective is to reduce a list of codes to a smaller and more manageable number.
- e. Take this list and go back to the data. Try out this preliminary organizing scheme to see whether new codes emerge. Circle specific quotes from participants that support the codes.
- f. Reduce the list of codes to get five to seven themes or descriptions of the setting

or participants. Themes (also called categories) are similar codes aggregated together to form a major idea in the database. Identify the five to seven themes by examining codes that the participants discuss most frequently, are unique or surprising, have the most evidence to support them, or are those you might expect to find when studying the phenomenon.

5. Build description and themes

This process involves examining the data in detail to describe what you learned, and develop a broad theme or category of ideas data. Describing and developing themes from the data consists of answering key research questions and forming an in-depth understanding of central phenomena through description and thematic development.

Description is a detailed rendering of a person, place, or event in a setting. In qualitative research, it is easiest to begin analysis after initial reading and coding from data. In providing detailed information, descriptions can lead readers to a study site or help the reader visualize a person. It takes experience and practice to describe it in detail in the settings.

In addition to description, the use of themes is another way to analyze qualitative data. Since themes are similar codes that are gathered together to form the main idea in a database, they form a core element in qualitative data analysis. Like code, themes have labels that usually consist of no more than two to four words. Through analysis of the initial data, the writer can find so many codes. In the analysis that follows, the writer reduces these codes to five to seven major themes through the process of eliminating redundancies. The descriptions in this

research are written in the same table with the coding of interviews' answers.

6. Represents and reports the qualitative findings

According to Miles & Huberman, (1994) Qualitative researchers often present their findings visually using figures or pictures that add to the discussion. There are various ways the primary form of representing and reporting findings in qualitative research is narrative discussion. Narrative discussion is a written part in qualitative study.

The authors summarize, in detail, the findings from their data analysis. No settings for this form of narrative, which can vary widely from one study to another. empowered, become an advocate, get involved) during the research. splay data like Create a comparison table, Develop a hierarchical tree diagram, Present figures and so on depending on the need.

There are two tables that will be developed, first is for language masters, and the second one is for communication strategies.

Table 3.2 Language Master

LANGUAGE MASTER						
Language Acquisition				Language learning		
Age	Environment and habits	First language influence into the second language	Motivation	Formal	Informal	Non-Formal

Meanwhile, for communication strategies, the table is shown as follows.

Table 3.3 Communication Strategies

Communication Strategies		
Verbal	Nonverbal	Visual

7. Interpret the findings

As described by Lincoln and Guba (1985) Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both. Qualitative research is interpretive research, and you will need to make sense of the findings. You will find this interpretation in a final section of a study under headings such as “Discussion,” “Conclusions,” “Interpretations,” or “Implications. This section includes:

A. A review of the major findings and how the research questions were answered.

The overall intent of this passage is to provide readers with an overview of the findings to complement the more detailed results in the description and theme passages.

B. Personal reflections of the researcher about the meaning of the data. These personal interpretations are on hunches, insights, and intuition. It will use the

researcher's point of views about the findings.

C. Personal views compared or contrasted with the literature. All the conclusions that the writer made are compared to the literature that has been prepared. This aims to ensure the accuracy of data and is appropriate with the realm.

D. Limitations of the study. These limitations may address problems in data collection, unanswered questions by participants, or better selection of purposeful sampling of individuals or sites for the study. Implications for future research may include the use of the findings for practice or the need for further research.

8. Validate the accuracy of finding

validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation. Several qualitative researchers have addressed this idea (Creswell & Miller, 2000; Lincoln & Guba, 1985).

Qualitative inquirers triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research. The inquirer examines each information source and finds evidence to support a theme. This ensures that the study will be accurate because the information draws on multiple sources of information, individuals, or processes. In this way, it encourages the researcher to develop a report that is both accurate and credible.

3.7 Data Validity Technique

Data validity technique in this study is a triangulation of observers' technique where there are other observers involved besides the researcher who also examines the results of data collection. According to Bachri (2010:56), triangulation is a way of getting data that is completely legitimate by using a multiple method approach by using something else outside the data itself for checking or referencing the data. It aims to reduce bias in the study. Moreover, Honorene (2017:91) stated that 'triangulation of observers' is the data validity technique that involves several different observers in the analysis process. Thus, researcher will be helped by the supervisor to observe the result of the data.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter shows the data analysis of the Motorized Tricycles Drivers in English Foreign Language Acquisition. The discussion concerns the data analysis obtained from the interviews with the motorized tricycles drivers. The data were analyzed to answer the research problems. The research problems are to find out how the Tricycles Motorized drivers master English and the strategy of Motorized Tricycles Drivers to communicate with the foreign tourists on understanding the object which they do not completely understand.

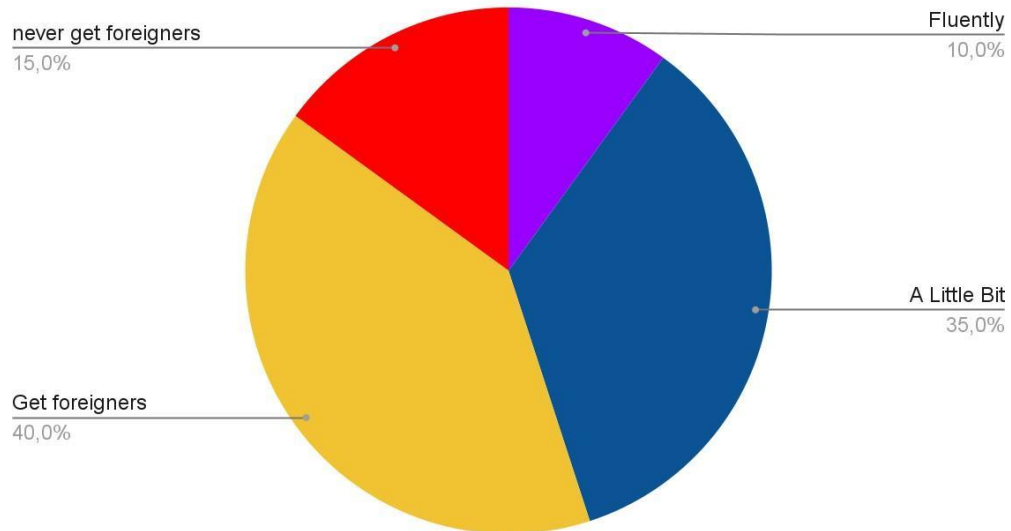
4.1. Research Finding

Based on the research problem that has been formulated and after interviewing 20 motorized tricycles drivers, recording and scribing all the answers, the researcher found the result of the study was not only about how the motorized tricycles drivers master English, but also their communication strategies with the foreign tourists on understanding the object which they do not completely understand. The results of the study are presented in the points below.

4.1.1. Language Master

Based on the interview, there are 9 drivers who master English and 11 who do not master English. From those 11 drivers who are not mastering English, there are 8 drivers who still get the foreign passengers, and 3 of them never get the foreign passengers. The data finding can be described as the chart below.

Chart 4.1.1. Participants' Language Mastery



Information:

Can Speak English Fluently

Can Speak English a little bit

Cannot speak English, but still get the foreign passengers

Cannot Speak English and never get the foreigner passengers

After transcribing, coding and understanding all the interview audios, the researcher found the way how the motorized tricycle drivers can master English as the second language. Their ways of mastering English are through Language Acquisition and Language learning.

4.1.1.1. Language Acquisition

The researcher found that most drivers who master English through language acquisition. All processes cannot be separated from several aspects, including: age, environment and habits, first language influence into second

language, and their motivation to acquire English.

4.1.1.1.1. Age

A person's age greatly influences the process of acquiring a second language, especially the foreign language. From the data of the interview, there are various ages of the motorized tricycle drivers. It starts from 40 to 74 years old.

The data of all participants' age is presented in the table below.

Table 4.1 Participants' Age

No	range of Age	Quantity
1	40-49	5
2	50-59	8
3	60-69	4
4	70-79	2
5	No mention	1
	Total	20

highest : 50-59 years old

lowest : 70-79 years old

No mention : 1 driver

From the table above, it shows the age of motorized tricycle drivers vary. The most ages are 50-59 years old, totalling eight drivers. Then it is followed by 40-49 years old which consist of five drivers, and then 60-69 years old have four drivers, and the last is 70-79 have two drivers. Meanwhile, there is one driver who did not mention his age during the interview.

4.1.1.1.2. Environment and Habit

To find out the participants' language acquisition, it is necessary to know their environment and habits by asking several questions such as, (1) How do you learn English? (2) Do you only use English when you meet foreign tourists? Or with other people too? (3) Are there any special habits that you do to practice your mastery of English?

From the results of the interviews, it was found four ways of acquiring English: learning from their friends, learning directly from foreigners, ever working in a special environment, and learning from digital media like television.

First, some drivers who could speak English acquired the language from their friends who already had English skills. This is as stated by:

P2: *'Saya ikot ikot orang ni aja'*

(*'I'm just following my friends'*),

P3: *'sedikit sedikit sama kawan saya, polisi di polda'*

(*'a little bit with my friend, a police officer at the Regional Police'*),

P6: *'iya. ada ni kawan kami satu'*

(*'Yes. There is one of our friends'*),

P7: *'Lihat dari kawan, praktek sendiri ya kan. Istilahnya kita ni kayak*

orang main gitar lah'

(‘See it from friends, practice by myself, In other words, we are like people who play guitar.’),

(2) *‘dengar dari kawan ya kan, saya ingat. a saya ingat saya ingat saya ingat, terhafal ya kan’,*

(‘Heard from a friend, right? I remember. I remember. I remember. I remember. I memorized it.’),

(3) *‘...kawan saya dengar nanti, lagi orang tu ngomong, saya dengar-dengar. Saya tanyak juga nanti. Saya tanya, ini apa dibilang’*

(‘... my friend heard later, when that person spoke, I listened. I’ll ask later too. I asked, ‘What was they say’),

P8: *‘Belajar dikit dikit dari kawan, kayak rapat rapat gitu’*

(‘Learn a little from friends, like in meetings’).

In line with this learning concept, there were several participants who chose to study directly with foreign tourists as stated by several drivers below.

P2: *‘Itu semenjak saya bawa orang asing , pernah di ajarkan’*

(‘Since I brought a foreigner, I have been taught’),

P3: *‘ngomong sedikit sedikit dia(turis) kan, kalau kita kan belajar langsung ke dia’*

(‘He (the tourist) talks a little, if we are studying, go straight to him’)

P7: *‘dengar bule tu ngomong juga ya kan,’*

(‘Hear that foreigner talking too, right?’),

P11: *'ya betul, bang ngerti dari mereka, karena kalo dari sekolah saya sd tidak tamat, duluan kena nasi bungkus hahaha'*

(‘Yes, that's right, bro, you understand from them, because from school, I didn't finish elementary school, I got hit with packed rice first hahaha’).

However, there are also some of them who live or work in special environments, where the indication of encounters with foreign tourists is high enough that the use of English continues to occur repeatedly, as stated by several participants in interviews.

P1: *'Iya kerja di Bali (dulu), sampai disana aku jadi guide guide'*

(‘Yes, I worked in Bali (in the past), until there I became a guide’),

P2: *'iya benar, pernah di ajar dulu itu, dulu kantor di depan rumah saya (Perusahaan asing)'*

(‘Yes, that's right, I was taught before, in the office in front of my house (foreign company)’)

P7: *'banyak yang bahasa inggris bisa juga disini, ada beberapa orang ni yang dulu kerja di NGO'*

(‘Many people can speak English here, there are some people who used to work in NGOs’),

P11: *'Bukan dari sekolah, sekolah saya pun sd tidak tamat hahaha, saya driver, driver NGO dulu'*

(‘Not from school, I didn't even finish elementary school hahaha, I'm a driver, an NGO driver first’),

P11: *'karena kita sering dengar dengar dan berbicara langsung dengan mereka kan'*

(‘Because we often hear and talk directly to them, right?’).

Apart from that, there are several participants who have special habits in learning and acquiring English, both from self-study and learning from television media, this is in accordance with what was conveyed by several participants below.

P1: *'Dia kan ambil catatan satu, pulpen, abes itu langsung terjun apa ini, tanya tanya ini, seperti benda benda apaitu kita tanya, benda apa ini, benda apa itu, kita tulis, catat abes itu pulang ke rumah belajar itu kita ulang ulang besok ketemu lagi orang yang sama gitu'*

(‘He took one note, a pen, then immediately jumped in. ask several questions, such as what object we ask, what object is this, what object is that, we write. After that, I went home and studied again. Tomorrow I will meet the same person again.’,

P7: *'Saya pun udah lama juga belajar-belajar bahasa Inggris'* (‘I have been studying English for a long time’),

P7: *'Tu lah, kita ulang-ulang, kita ingat, kita hafal. sikit-sikit, sikit-sikit, kalau memang ada keinginan kan'*

(‘That's it, we repeat it, we remember it, we memorize it. a little at a time, a little at a time, if you really want to, right?’),

P7: *'Nanti seminggu tu yang kita hafal, kalau ga kita ulang-ulang dah lupa lagi. Dah gak ingat lagi'*

(‘After a week, we will memorize it, if we don't repeat it, we will forget

it again. I don't remember anymore'),

P3: *'Sering tengok tvri Aceh, belajar dari situ aja kadang kadang kan, setelah itu langsung praktek sama orang itu'*

(‘often watch TVRI Aceh, just learn from there sometimes, right after that, practice with those people (tourists)).

From all of the statements, it can be concluded that each driver has his own habit and environmental conditions for learning and practicing English.

4.1.1.1.3. First Language Influence into Second Language

From 20 participants, there were four people who had influence from their first language into their second language. They are P6, P7, P12 and P14. The influence of their first language exists when they mix English with Indonesian when interacting with foreign tourists. They mix it when they are confused about using the vocabulary that they need, meanwhile they do not know what it is in English. Nevertheless, some tourists understand about that mixed language, and some of them do not.

To know this point, the researcher asks one question toward the drivers: ‘When you speak English, Is it still mixed with Indonesian?’, From that question, four of them have the similar answer. Participant 6 and 14 said:

P14, P6: *'ada'*

(There is.)

P12: *'Masih, kalau yang tidak saya ingat, itu suka bercampur pake bahasa indonesia'*

(‘Still, if I don't remember the vocabulary, I like to mix it with

Indonesian,)),

These answers confirm the truth of the questions asked by the researcher. It means that the participant mixes the language between English and Indonesian when they communicate with the foreign tourist. Moreover, Participant 7 stated that:

P7: *'kita ngomong bahasa Indonesia dia ga ngerti'*

(*'we speak Indonesian, he doesn't understand'*),

This answer states that when drivers use too much Indonesian in interacting with foreign tourists, '[the tourists do not understand the driver's intentions. He also added:

P7: *'kalau saya udah ngomong banyak pun udah ga nyambung lagi. paling nanti orang yang pande-pande tu kan. tu nyambung terus. kita udah paham banyak kan bisa ngomong kan, ditanya bisa kita jawab kan. ni nanti dia tanya, ngomong kan kita ga ngerti, dah lah diam aja'*

(*'If I've said a lot, I'm no longer connected. At least later, people who can do it will continue the conversation. If we understand a lot, we can say a lot, we can answer questions, right? When he asks, but we don't understand, we just keep quiet'*).

Participant 7 said that people who can speak English have many advantages. One of these benefits is being able to chat more interactively with tourist passengers. The opposite is true if the driver doesn't speak English very fluently, no matter how much he chats, it won't connect.

4.1.1.1.4. Motivation

Language learning and acquisition is of course inseparable from the goals they want to achieve. This is what encourages a person's enthusiasm to move in a direction that exceeds the average in general. In this case, in general, motorized tricycles drivers have the desire to be able to speak English in order to expand the transportation services they offer, so that it is not only limited to local people, but also to foreign tourists who are in the area.

They realize that someone who can speak English will have the potential to get greater service offers, because in general foreign tourists will tend to choose drivers who can speak English. This is because it can make it easier for them to communicate. This is in line with what was conveyed by several drivers below.

P7: *‘ditanya kita dulu, kamu bisa bahasa Inggris? aaa, bisa kita bilang kan. itu baru mau di-kadang-kadang ini yang duluan tanya sama bule tu jumpa, bapak ni kan, tapi karena dia ga bisa bahasa Inggris dia ga mau. Dia nanti minta yang bisa bahasa Inggris.’*

(‘He asked us first, can you speak English? aaa, we can, we said that right. That is just what he wants sometimes. This is the first thing the foreigner asked, to meet this father. but because he couldn't speak English he didn't want to. He'll ask for someone who can speak English.’),

P7: *‘Kalau kita bisa ngomong gitu sama dia, mau dia.’*

(‘If we could talk to him like that, he would.’),

P7: *‘pande bahasa Inggris berarti ada bule, kalau ga pande ya udah’*

("If you can speak English, that means you can get foreigners, if you can't speak English, that's fine"),

P7: *'Sebenarnya. Sebenarnya peluang bagus tu kalau ada bule kan. Tu lah orang-orang yang bisa-bisa tu kan yang sering bawa'*

(*'Actually. Actually, it's a good opportunity if there are foreigners, right? Those are the people who can do it, the ones who often bring it.'*).

They realize that having foreign language skills will really help them in communicating, especially in making their work easier.

P7: *'Bukan bantu lagi, emang sebenarnya... apalagi kalau taxi ya kan, kalau bisa bahasa Inggris lebih besar peluang dapat sewa dia'*

(*'It's not a help anymore, actually... especially if it's a taxi, right, if you can speak English, there's a greater chance of getting one.'*).

From an economic perspective, they said that foreign tourists tend to offer higher prices than local people.

P7: *'Kalau saya mau belajar, karena apa, peluangnya kita dapat sewa karena istilahnya kalau kita dapat bule-bule tu, ongkos becaknya agak besar dari warga lokal'*

(*'For me, I want to study because we have the opportunity to get rent. because if we get foreigners, the rickshaw fare is a bit higher than local passengers'*),

P7: *'Kalau kita bisa bahasa inggris tu, kan ongkosnya lebih besar'*

(*'If we can speak English, it will cost more'*).

On the other hand, they know that English is a world language. This means that every foreign tourist from any part of the world can certainly be involved in communicating using English.

P7: 'kita dapat bawa orang bule, karena kalau orang cina, orang dari cina langsung dari cina sana orang tu kan ngomong bahasa Inggris juga. makanya nanti kadang-kadang kalau kita bisa ngomong bahasa Inggris'

(‘We can bring in foreigners. because if the passengers are Chinese, they also speak English too. That's why sometimes we can speak English.’).

These several points strengthen the reasons and motivation for them to be able to understand and learn foreign languages, especially English. This is in line with the statements made by the respondents in the interviews.

P7: 'Kalau memang mau, mau. istilahnya mau dapat sewa gitu kan, aa kalau ga mau dapat sewa, kalau ga mau dapat bule yaa ga usah belajar kan.'

(‘If you really want to, the term is to get foreign passengers. Well, if you don't want to get foreign passengers, you don't need to study, right?’).

On the other hand, some participants stated that learning a foreign language was quite difficult for them. This was evident from the fact that not all participants interviewed could understand or master English. but they still decided to try and learn the foreign language, as mentioned by several respondents;

P8: *‘Ada coba belajar belajar tapi payah’*

(‘I tried to learn to study but it was difficult’),

P7: *‘kalau ga bisa bahasa inggris, yang gini sulit, ya kan. gak semua orang bisa’*

(‘If we don't speak English, it's difficult, right? not everyone can’).

From the results of these interviews, it can be concluded that the main motivation and goal of motorized tricycles drivers in mastering and understanding foreign languages, especially English, is to increase the opportunities and potential to get foreign passengers from the transportation services they offer.

4.1.1.2. Language Learning

Basically, learning a new language can be obtained from various things, but in general language learning can be grouped into two groups, namely formal and informal language learning. Thus, these two points are the main basis for an individual in understanding a new language.

4.1.1.2.1. Formal Language Learning

As we know, formal education is a structured and tiered educational pathway that involves institutions such as schools and universities. Formal education is obtained through a systematic, regular learning process and follows a predetermined curriculum, therefore formal education is one of the factors that influences an individual's language acquisition.

Based on the interview results, it was found that 6 out of 10 participants who could understand and communicate using English admitted that they had received formal education. while other participants admitted that they were unable to

complete their formal education due to various reasons, such as economic factors and others, as stated by the following participant:

P11: '*dari sekolah saya sd tidak tamat, duluan kena nasi bungkus
hahaha*'

('I didn't finish elementary school, I got hit with packed rice first
hahaha')

The participant emphasized that he was not even able to complete his basic education, because he preferred to work. In line with this, another respondent also said that he admitted that he had received a high school education but had not succeeded in completing that education.

P2: '*sekolah saya ada juga, tapi saya tidak sampai tamat SMA*'

('I went to school too, but I didn't finish high school')

This answer was given by participant 2 to answer the question: 'Have you ever received formal education?' However, some of them admitted that they had attended secondary school/high school level.

P12: '*dari sekolah dulu*' ('From School before'),

P9: '*saya SMA dulu*'

('I was Senior High School student'),

P1: '*Dulu dari sekolah*'

('Before from school').

The participant admitted that he started learning English when he was studying at senior high school (SMA), this was confirmed by his questions

afterwards.

P12: *'Di SMA'*

(*'In Senior High School'*).

In line with this assertion, other participants also admitted that they had previously received formal high school education.

P7: *'kalo saya, ya saya SLTA'*

(For me, yes, I'm in high school).

This was stated by participant 7 in response to the same question regarding formal education points.

Therefore, those who have had formal education tend to have better language learning pillars, because indirectly they have learned the basics of a foreign language, especially English, which they apply when working now.

4.1.1.2.2. Informal

Informal education is an educational method that originates from families and certain environments in individual learning activities carried out with a responsible attitude. This type of education is obtained by a person through daily experiences consciously or unconsciously. Informal education can be obtained from birth until old age in the family or in daily interactions.

From the interview results, it was seen that there were several participants who claimed to have mastered their foreign language from independent or self-taught learning, as stated by.

P3: *'Ya belajar sendiri, waktu bapak di terminal dulu, terminal setui'*

(*'Yes, learn by myself, when I was at the terminal, the terminal Setui.'*)

He said that he studied autodidactically. This is in line with the statement from

P8: *'belajar nanti sendiri-sendiri. Belajar sendiri, ya kan'*

(learn by myself, right'),

P12 and P1 also said the same thing,

: *'Belajar juga ku dulu, itu dia belajar nya biasa dia'*

(I also studied first, just study normally.)

who stated that he was also self-taught.

However, each individual can obtain or carry out independent learning differently, such as using the help of Google and the internet,

P: *'kita lihat di google kan gitu, google translate nya'*

(Let's look at Google, right, Google Translate')

In the interview, P1 stated that he used Google Translate to help the learning process independently, in line with that, P8 also said the same thing

P8: *'pake hp ada juga di translate tu kan'*

('We can also translate using a cellphone, right').

He also added that apart from using Google Translate, they also use YouTube for their independent learning, as added by

P8: *'Ada juga. Youtube kek kawan, ada juga kawan satu, buka youtube translate tu, tapi ga bisa-bisa juga. nanti udah ini, ngomong dia, ga ingat.'*

('There are also. Youtube, like my friend. There is also one of my friends, he opens YouTube for translation content, but it doesn't work either. Later on, he said it, I don't remember.')

Apart from that, one of the participants also said that he used TV to help him learn English. This was stated by:

P3: *'Belajar dari, di apa aja, di tv aja'*

(*'Just learn from TV'*).

In the interview he explained that he uses TV, especially programs that use English in their broadcasts. He admitted that he remembers and practices the language he gets on TV with foreign tourists who shop where he works.

P3: *'bapak ingat aja, cuma bapak sering waktu tahun 90 an kan dulu sering tengok tvri Aceh, belajar dari situ aja kadang kadang kan, setelah itu langsung praktek sama orang itu, kalau dulu kan belum ada tv swasta, belum ada lagi, kalau film film dulu, film jepang oh-sen, oh-sen itu kan, nah enak kita belajar dari situ'*

(*'I just remember, I just used to watch TVRI Aceh in the 90's, I just learned from there sometimes, after that I went straight to practice with that person, in the past there was no private TV, there isn't any anymore, for old films , the Japanese film Oh-Sen, Oh-Sen is that right, well it's good for us to learn from that'.)*

Every acquisition and effort to learn a new language certainly does not escape how they use or practice the foreign language, this is what several respondents did, where they chose to learn directly from tourists, as stated by

P1: *'kita dulu (Belajarnya) langsung sama tamu (turis) nya'*

(*'We used to (study) directly with the guests (tourists),'*

He admitted that he tried to practice the English language acquisition he

remembered with tourists in order to get used to the use of the word, in line with this argument the same point was also conveyed by:

P2: *'Itu semenjak saya bawa orang asing, pernah di ajarkan'*

(That's since I brought a foreigner, I've been taught')

Where he admitted that he had learned English since he brought foreign tourists and was taught directly by them.

From other interviews it was also found that they also learned English from watching and listening to their colleagues who understood English better, this was mentioned in the interview by

P8: *'dengar-dengar juga dari kawan kan, dengar dari kawan'*

(Heard it from friends too, heard it from friends').

He also confirmed,

P8: *'em, belajar dari kawan, pake hp ada juga di translate tu kan'*

(Um, learn from friends, using a cellphone, there's translation too, right').

P8 stated in his interview that in the environment where he works there are several people who are already proficient and often use English when transacting with tourists, therefore he decided to study how those who are already proficient in English communicate with tourists by memorizing and practicing it regularly. self- taught.

To obtain deeper information, the researchers also asked several questions such as 'Has the government or department ever held foreign language training for motorized tricycles drivers in Banda Aceh?', the results of these answers found that

not all motorized tricycles drivers had ever attended the training held. by the service or government, some of them even stated that the service never provided training to them.

However, there were also several motorized tricycles drivers who admitted that the government service had conducted training for motorized tricycles drivers in Banda Aceh, this was confirmed by statement

P6: '*Dulu ada (pelatihan), di hotel pue tanyoe. cuma itu sekali*'

('There used to be (training), in one of the hotels. just that once'),

P8: '*dulu ada. dulu ada penatarannya dulu. di hotel tu kan*'

('there used to be. There used to be training first. at the hotel right'),

where they claimed to receive teaching classes on how to welcome guests as well as basic English language training.

P8: '*cara nyambut tamu, ya kan. bahasa inggris*' ('how to welcome guests, and English'). he also added '*itu memang ada dari dinas pariwisata ya. ada beberapa kali. di ini ada juga, di training lah istilahnya kan. nyambut tamu kek mana, ya kan. terus cara melayani tamu. ada dulu. tapi sekarang udah ga ada lagi kalau dulu mungkin ada beberapa*'

('That's from the tourism department, right? there are several times. we are in training. How to welcome guests, right? continue to serve guests. there used to be. but now there aren't any more than before maybe there were some').

Apart from several participants who admitted to having undertaken training

held by the government agency, they also stated that the training they had attended had been very long and was not a routine activity held every month or year. P8 stated that the last training was held in 2013, that's about 10 years ago.

P8: *'waktu dikasih baju ini dulu, di Renggina dulu aaa tahun 2013'*

('When I was given this jacket, I was in Renggina in 2013').

So, if only focus on the training held as a reference for learning a new language, of course that is quite difficult.

Overall, it can be concluded that the informal learning methods carried out by each individual motorized tricycles driver are very diverse and different. This can be seen as done by several participants who use digital technology such as cellphones and TV and in their learning process, where they use methods, see, remember and memorize the vocabulary they see or get from cellphones/TV.

Meanwhile, there are several participants who are more active in learning foreign languages by interacting directly with fellow humans, either with colleagues who can already speak English or with foreign tourists directly, this is of course directly proportional to their environment which is very supportive of doing so, such as having social friends who can speak English or they are often involved in interacting with foreign tourists in their work.

From the interviews, the motorized tricycles drivers also stated that in the past they had also received training from the local tourism office, but it was not routine and did not only focus on language learning, but was more general in nature which referred to welcoming guests, so it was still less effective when referring to supporting factors in the acquisition of a foreign language.

4.1.2. Communication Strategies

Communication strategy is planning, tactics and designs used to streamline the communication process, in order to achieve goals. This strategy is carried out in order to achieve the desired targets, as well as to further detail the conditions faced or which may be faced in order to minimize the possibility that things will not be as desired.

At this point we can see the strategies used by motorized tricycles drivers in communicating with foreign tourists despite their very limited language skills in communicating.

Some of those who have mastered a lot of vocabulary in English will certainly have no difficulty in offering services or making transactions with foreign tourists, but for those whose foreign language skills are very limited, they need special communication strategies in achieving their goals, especially in offering their transportation services to foreign tourists.

One of the communication strategies that they often use involves a third party as an intermediary, whether it is a language translator brought by foreign tourists or using the services of their friends who already understand English as communication intermediaries, as stated by

P5: *‘Lewat kawan. Nanti kawan yang bisa bahasa Inggris ngomong sama bule nya, siap tu kasih ke saya’*

(‘Through friends. a friend who can speak English talked to a foreigner, then gave it to me’)

, or the P16 statement which usually uses the translator as the language

liaison

P16: '*Ada apa, ada orang bawa dia ada juru bicara, orang-orang sini juga*' ('There are people he brought as spokespersons, people from here too').

They usually use verbal methods such as calling tourists as the first step in offering their services to foreign tourists, as stated by

P14: '*Iya (menggerakkan tangan memanggil manggil) becak becak*'
(Yes (shaking hand to call) *becak becak*).

In interviews, he explained that even though he has limited foreign language skills, every opportunity he gets he makes sure to offer his services to passing tourists.

Based on the interview results, there are various communication strategies used by motorized tricycles drivers, but basically, all of them can be divided into several types of communication. This type of communication includes verbal communication, non-verbal communication, oral or written communication, and visual communication.

4.1.2.1. Verbal

Verbal communication is a communication activity between individuals or groups that uses language as a means of communication, an example of verbal communication activities carried out by motorized tricycles drivers in starting communication with tourists is by calling them, as stated by: P2, P3, P7, P8, P9, P11, P14, P15, P17, P19, P20, '*Iya, tinggal kita panggil saja*' (Yes, we just have to call.'), as a response from participants to the question 'What about communication,

sir? just call straight away?' was asked by the researcher.

The participants admitted that they usually used verbal strategies to start a light conversation to offer their motorized tricycles transportation services, as exemplified by

P2: *'ya, kalau saya mau tanya sama dia, di mana home, you come from'* ('Yes, if I want to ask him, where is home, you come from') he also added,

P2: *'..., how you? o hotel medan, saya bilangkan'*

('..., how do you? o Medan Hotel, I told you'),

P2: *'want to becak? no no no, berarti tidak'*

('want a motorized tricycle? no no no, means no'), in line with that

P7: *'tanya terus, apa dia kan keluar dari sini, tanya terus. Hello friend, kan. Hello friend, where do you go. ya kan, aaa. mau kemana, ya kan. oo dia mau ke airport, aaa ke airport kan. oo mau ke apa ni, ke hotel, ke... apa lagi?'*

('Keep asking, will he get out of here, keep asking. Hello friend, right? Hello friend, where do you go. yeah right, aaa. where are you going, right? oo he wants to go to the airport, aaa to the airport right. Oh, what are you going to, to a hotel, to... what else?')

P7: *'nanti kita bilang terus. kadang misalnya ke airport kan, ditanya nya, yes, I am. aaa. go to airport'*

(We'll keep saying it later. Sometimes, for example, when going to the airport, they ask, yes, I am... aaa... going to the airport').

However, several participants admitted that their verbal English skills were very limited, so they only used this communication strategy when offering at the beginning as stated by

P19: *'Iya, kayak nya mau kemana'*

(Yes, like 'where are you going').

dia juga menambahkan

P19: *'Panggil, tapi cakap- cakap tidak pande'*

('Call, but don't talk well').

The same thing was also stated by

P17: *'Kalau ada mereka kita panggil'*

('If there are tourists, we will call them').

P17: *'hey friends gitu kan, yang tahu kan kita cuma friends gitu kan'*

('Hey friends, that's how it is, who knows, we're just friends, right?'), conveyed by the participants in the interviews.

From the results of these interviews, it can be seen that more than half of the motorized tricycles drivers who receive and offer their services to foreign tourists, start their interactions offering services using verbal strategies, especially in calling and offering their services to foreign tourists who are traveling.

However, not all of those who use this strategy can engage further in their conversation, because of the limited vocabulary they have, so they will try to remember the general points that will often come up in their conversations with tourists with the aim of providing the services they provide. offers can be

understood by foreign tourists, even with limited language skills.

4.1.2.2. Non-Verbal

Non-verbal is a form of communication without using words but conveying a certain message. Nonverbal communication is usually conveyed through symbols shown through gestures or things other than words. Nonverbal communication is also a supporter in providing meaning to verbal messages and can be interpreted with various meanings depending on the situation and context.

Apart from that, there are also several motorized tricycles drivers who use sign language in communication, such as statements by P6, P7, P11, and P17 who admitted to using sign language to clarify their aims and objectives, because their foreign language vocabulary is very limited.

P6: *'Sering, pake bahasa bisu kita. uang umpamanya berapa, uang berapa sama bule. Dikasih tunjuk jari-jari berapa'*

(*'Often, use our silent language. for example, how much money, how much money for foreigners. We'll show how many fingers'*)

In line with this statement P7 also said:

P7: *'kalau yang ga ngerti pake isyarat, kalau yang ngerti ngomong terus'*

(*'If you don't understand, use signs, if you understand, keep talking'*).

P7: *'bapak ni cuma bilang bahasa isyarat aja, bahasa bisu. city, kota, bilang terus (holds up 5 fingers to signal 50 thousand)'*

(*'He just said sign language, silent language. city, city, keep saying (holds up 5 fingers to signal 50 thousand)'*).

From the results of the interview, we can see that the use of non-verbal sign language strategies is generally used by motorized tricycle drivers who have limited foreign language skills, so one of the communication strategies they use is to use non-verbal language, as they usually involve spontaneously. the use of sign language to strengthen their intended arguments, such as using fingers as numbers, waving to greet or calling tourists. This is one of the communication strategy efforts they carry out in communicating with foreign tourists.

4.1.2.3. Visual

In simple terms, visuals can be defined as anything that can be seen by the eye, this can be a picture, painting, photo, video, view, object, person, and many more. The meaning of visual is related to everything that is created, such as photos and videos which can be called visual media. The creation of these visuals involves special media such as cell phone cameras.

Visual is one of the language strategies used by rickshaw drivers as an intermediary or liaison tool in the communication process with foreign tourists, where they show money with a certain nominal value as an example to explain the price they offer for the rickshaw delivery service fee, this is said in in interview by

P6: *'Kadang kami kasih nampak duit terus sekalian'*

('Sometimes we give you money all at once').

P5: *'saya kasih nampak duit sama dia. Misal harga 50, saya keluarin uang 50 dari kantong, kasih lihat dia'*

('I gave him the money. For example, the price is 50, I take 50 out of my pocket, let him look at it').

P9: *'kadang kadang kita kasih nampak duit'*

('sometimes we show money'),

and also, the statements from P20 and P7

P20, P7: *'lebih bagus ambil duit kasih nampak. jadi dia ga complain'*

('It's better to take the money and show it. so, he doesn't complain').

This is intended so that there are no mistakes in the price agreed upon from the start of price negotiations.

Apart from using money, motorized tricycles drivers also use visual aids in the form of cellphones to facilitate communication with foreign tourists. This can be seen from the results of interviews with the majority of participants who admitted to using cellphones as communication aids, P1, P2, P3, P6, P12, P8, P11, P12, P14, P15, P17, P18, P19 and P20 who say *'Itu biasanya mereka kasih nampak hp nya'* ('They usually show you their cell phone').

The use of cellphones as an intermediary tool itself is very diverse, some of the motorized tricycles drivers use the Google Translate feature on their cellphones to understand the language spoken by foreign tourists, this has been conveyed by

P1, P8: *'...habis itu orang itu nanti dia bicara nya di hp'*

('...after that they will talk on the cellphone').

On the other hand, there are also several motorized tricycles drivers who use cellphones as a communication tool for pointing directions, which is intended to be a reference for the location where the tourist wants to go, as stated by

P9: *'kalau cari alamat ya pake google!'*

('If you're looking for an address, use Google!').

The same thing was also conveyed by other participants such as statement

P14: *'lokasi kan ada itu dari hp'*

('The location is there from the cellphone'),

P15: *'Iya, ada juga, rute rute aja'*

('Yes, there are some, just routes').

P15: *'Iya, google map'*

('Yes, google maps')

P15: *'paling nanti tany peta dia kasih google map aja'*,

(At the very least, ask for a map, he just give me Google Maps').

and the P20 statement where tourists usually show their cellphone as their destination location

P15: *'Untuk tujuan biasanya mereka kasih nampak hp'*

('For this purpose, they usually show the cell phone).

Visual communication strategies will never be separated from images, whether from cell phones or other media such as local tourist brochures, this is one of the tools used as a communication strategy for motorized tricycles drivers in transactions with foreign tourists. Tourists will generally show photos as a reference for the location or destination they want to go to at that time, this was conveyed by P3, P7, P8, P11, P12, who admitted to using visual media in the form of images for their communication strategy,

P11: *'nanti di kasih nampak ke kita, gini gini, jika dia tidak mengerti saya juga tidak mengerti dia kasih nampak hp, kasih nampak hotel ini dan hotel ini, kadang di kasih nampak di brosur wisata'*

(‘Later he will show us, like this, if he doesn't understand, I don't understand either, he will show us his cell phone, show him this hotel and this hotel, sometimes he will show him in tourist brochures’).

P7: *‘ada banyak. kan ada brosur pariwisata tu, brosur pariwisata tu kan semua ada tempat-tempat rekreasi kan’*

(There are many. There's a tourism brochure, there's all the recreational spots in the tourism brochure, right?).

P12: *‘Sering, kadang di tunjukan gambar atau foto hotel di hp atau kertas itu’*

(Often, sometimes they show pictures or photos of the hotel on their cell phone or paper.’).

From the results of these interviews, it can be seen that the use of visual language strategies is very effective, because almost all motorized tricycles drivers who receive foreign tourists use this language strategy to help them communicate with foreign tourists by providing visual examples in the form of money to explain their aims and objectives to them. foreign tourists, in order to avoid misunderstandings due to language limitations on both sides.

Apart from that, cell phones are an optional tool that is most effectively used as a communication strategy by motorized tricycles drivers with foreign tourists, where they can take advantage of the various features it contains to make their communication easier, such as using Google Translate as a language translator, using Google Maps as a language translator. directions and the use of image media that can be accessed on the smartphone they use.

The use of tourist brochures as a visual aid is also acknowledged to be very helpful for motorized tricycles drivers in understanding the intentions and locations that foreign tourists want to go to in an area, where foreign tourists simply show the picture on the brochure as a signal if they want to go to the location. which will be clearly understood by motorized tricycles drivers in determining the destination and the amount of the price that will be charged for their delivery services.

4.1.2.4. Written

Written communication is communication carried out in writing. This process is carried out by two individuals who use writing as a tool or intermediary for their information and communication. This is one of the communication strategy efforts carried out by motorized tricycles drivers in communicating with foreign tourists in order to offer their transportation services to these tourists, both from the tourist side. or from the motorized tricycles driver himself, this can be seen from the results of interviews where several participants such as P2, P6, P8, P9, P19, and P20 admitted to having used this communication strategy in transactions, such as

P8: *'Ditulis, di tulis pake hp,kita terus kita perlihatkan ke mereka'*

('We wrote it down, we wrote it on our cell phone, we then showed it to them').

The use of written media as a communication strategy can be done in many ways, however motorized tricycles drivers usually use written media to explain the nominal price charged as a tariff for the transportation services they offer to tourists, as acknowledged by

P2: *'Kalo ungkoh - ungkoh (costs) nanti saya ketik di hp saya,*

nomornya berapa rupiah kan'

(If it's untkoh - untkoh (costs) I'll type it in on my cell phone, how much is the number in rupiah, right'),

P2: *'cuma ongkosnya berapa, money? dibilangkan? saya ketik terus'*

('Just how much does it cost, money? it says how much, I keep

typing'). P19: *'kayak misalnya kadang kadang ongkos, di hp dia kasih nampak, ni 12 ribu misalnya kan'*

(for example, sometimes it costs, how much, on the cellphone he shows, it's 12 thousand, for example,').

still with the same words, P 20 also states

P20: *'... kalau untuk harga bisa kita ketikan di hp'*

('... we can type in the price on our cell phone').

From the results of the interview above, we can conclude that the use of written media as a communication strategy has been used by motorized tricycles drivers and tourists to bridge their communication, where they use this media as a communication tool to explain the purpose of the location, or the amount of money they charge for it. their services, by writing down the nominal price they mean and showing it to tourists, this is of course very helpful for them because of the limited vocabulary they remember to explain the meaning and price they charge to foreign tourists.

4.2 Discussion

This discussion describes all the results of the research that has been found. According to the research question in chapter one, the researcher found out the way

Tricycles motorized drivers master English and the strategy of Motorized Tricycles Drivers to communicate with the foreign tourists on understanding the object which they do not completely understand.

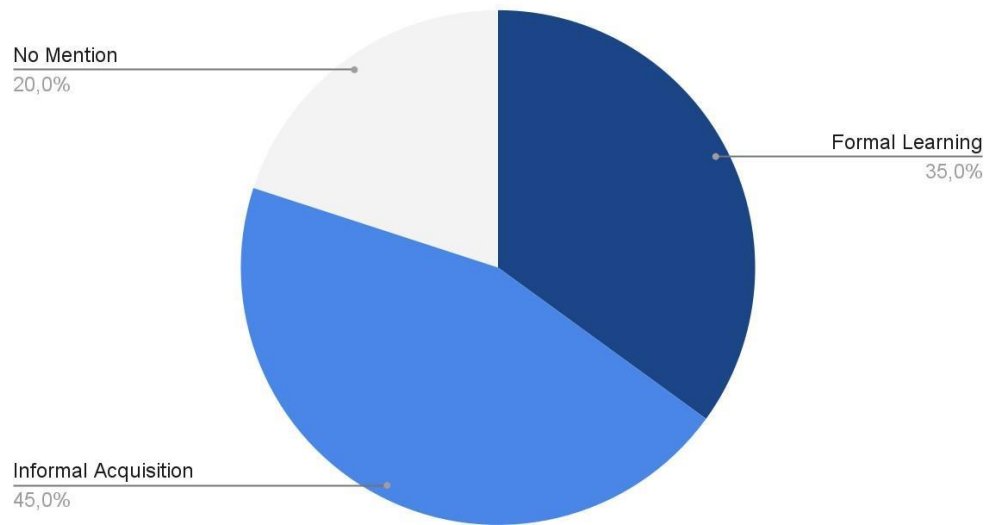
4.2.1 How Tricycles Motorized Drivers Master English

Based on the findings obtained from the interviews, a discussion can be put forward based on the research objectives in chapter I, which are as follows: "To find out how the Tricycles Motorized drivers master English."

On mastering English, there are two ways that drivers go through, they are language acquisition and language learning. Language acquisition is obtained naturally through the environment, and language learning acquired consciously and deliberately studied it. Most drivers acquire English through language acquisition. However, there are also those who get it through language learning, which is also accompanied by language acquisition. This is in line with the statement of Felder (2017), who stated that The process by which a person acquires a language is sometimes referred to as acquisition rather than learning, because some linguists believe that the development of a child's first language is unique.

As a motorized tricycles driver, of course they need good communication skills to offer their transportation services, this is one of their motivations for understanding English. However, the process of language acquisition for each individual is not the same, each individual has their own way of acquiring and learning language which is influenced by various factors, but in general this can be grouped into two parts, namely formal and informal.

Chart 4.2.1. Participants' Language Acquisition



4.2.1.1 Formal Language Acquisition

Formal language acquirers are those who already have basic foreign language skills obtained from the results of formal education. Several participants admitted that they had received formal education such as secondary school or high school, although there were some who were unable to complete their education, but there were also those who admitted that they had successfully completed their school education and graduated from high school.

They said that the formal education they received in the past has certainly become the foundation for their initial foreign language learning at this time. However, the formal education taken by drivers is not entirely the main source of learning. This is because the time span they studied at school at their current age is quite far. Plus, some of them said that they didn't understand much English when they were at school, they only learned a little. Besides that, at their current age, which is more than 40 years old, it is very difficult for them to take part in other

formal language learning. Apart from being busy at work, they are also in an age group where it is difficult to learn something new. Even though some of them have attended training organized by the tourism office, the training held ten years ago cannot be categorized as an effective learning process. This is because the training is not held on an ongoing basis. Therefore, their current English language skills are certainly assisted by many other factors in the process of acquiring and mastering their language such as independent learning, environment, etc.

This is in line with Krashen's statement (in Nurhadi and Roekhan, 1990: 108) which states that there are two ways of acquiring a second language for adults, namely by learning directly informally like a child learning his mother tongue. Meanwhile, the second takes place formally in class and involves grammatical rules. The first method is called 'acquisition' and the second is called 'learning'.

4.2.1.2 Informal

Informal education in Law Number 20 of 2003 is an educational path that is carried out in the family and environment, where learning activities are carried out independently. This educational path is given to every individual from birth and throughout his life, both through the family and the environment. This will be the basis that will shape a person's habits, character and behavior in the future.

From the results of interviews with participants, it was found that there were several informal learning processes that they used in relation to acquiring and learning foreign languages, such as using technology, learning from friends or even learning directly from tourists themselves.

Language acquisition and development is of course related to speaking skills.

Speaking skills are one of the language skills that must be developed. Speaking is a form of communicative and practical language skill (Susanti, 2020: 1). Suhendar (2004) also said that speaking is an event of conveying one's intentions (ideas, thoughts, feelings) to other people using spoken language (suggestions) so that the meaning can be understood by other people. M. Encarnacion (in Susanti, 2020) said that speaking is part of normal human life, as it is, a tool for interaction and mutual influence between humans.

From the research that has been carried out, there are four ways for them to acquire English, namely through YouTube, television, through friends, and also through tourists themselves.

The development of the times is increasingly sophisticated so that it affects human life. Starting from cell phones, laptops, even the internet. This is what motorized tricycles drivers use to improve their foreign language skills, where they use tools such as TV channels and internet access to learn and develop their English language skills. They carry out this learning process by remembering the vocabulary they see on TV or on the internet such as YouTube and practicing it in their daily lives.

On the other hand, there were also several participants who developed their foreign language by learning from their friends who already had better language skills and also chose to learn directly from the tourists themselves. Of course this refers to their supportive living environment. This is in line with the statement of Ahmadi and Uhbiyati (2001:97) which states that informal education is education that a person obtains from everyday experience consciously or unconsciously

throughout life. This education takes place in the family, in daily interactions, at work, in society.

All of the processes were of course followed by the habits in the environment. These habits include how they start to communicate and also keep interacting with the foreigners. Some of their habits are to try to approach the tourist or call them. After that, they will offer the service to that tourist. At this moment, they tried to communicate well by using the vocabulary that they acquired before. These situations support the Edmondson (2009) statements, which is that the input for language acquisition will be felt when it is realized through interaction. The direct verbal interaction has its own power that creates a moment where learners are given space and time to process input with the process of producing language that will be used as output

The purpose of the learning and acquisition is to ease them on interacting with the foreigner tourist. In this case, grammar is not something that is prioritized. It is supported by Krashen (1982), who stated that one does not need to use grammatical rules of the language learned. What is required is a meaningful interaction in the language itself, which generally focuses more on the message conveyed from the grammar rules and the rules in speaking. Therefore, it is normal for drivers to neglect the grammatical rules while learning English as a second language.

4.2.2 Motorized Tricycles Drivers' Strategies to Communicate with the Foreign Tourists

Communication strategy is understood as the activity carried out by the communicator in conveying messages to the communicant with a specific

purpose, with what media, what message and what effect will be achieved, so that ultimately what is desired is in accordance with the objectives (Mudjiono, 2007: 126)

Therefore, this section will summarize the discussion objective points of the research question 'To find out the strategy of Motorized Tricycles Drivers to communicate with the foreign tourists on understanding the object which they do not completely understand'.

As we know, not all motorized tricycles drivers come from highly educated backgrounds, only a few people were able to complete their high school education. because it turns out that there are still many of them who have dropped out of school or don't even go to school at all, therefore not all motorized tricycles drivers get the opportunity to learn a foreign language at school, for those who study it independently of course they still have many shortcomings, that's why they use several language strategies to help them communicate with foreign tourists.

From the result of the research, there are four communication strategies which drivers use while interacting with the foreign tourists, they are Verbal, non-verbal, visual and written. This is in line with the statements of Bart Kelly about the types of communication.

4.2.2.1 Verbal

Verbal communication is communication that uses words. Verbal communication is most widely used in relationships between humans, to express feelings, emotions, thoughts, ideas, facts, data and information and explain them, exchange feelings and thoughts, debate and quarrel with each other.

In this case, the participants generally used this verbal communication strategy as a first step in communicating with the intention of offering their

transportation services to tourists by calling them directly. This happened to almost all motorized tricycles drivers in Banda Aceh who offered services to foreign tourists, they said that foreign tourists will be more attracted to those who are able to communicate with them, especially verbally, This supports the statement of Brown (2000), who said that successful oral communication in the target language with other speakers serves as a display of successful language acquisition.

So having good foreign language skills will give them more advantages, such as making it easier for them to make transactions, even in the interview they mentioned that several motorized tricycles drivers who excel in communicating with tourists verbally are always sought after by foreign tourists and make them their regular drivers. This cannot be denied because their foreign language skills are better than the average motorized tricycles driver in their area.

4.2.2.2 Non-Verbal

Nonverbal communication is communication that is not conveyed through words, contains emphasis, complements, rebuttals, regularity, repetition, or substitutes for verbal messages, or forms of communication that use sign language or body language as a means of communicating with other people. Nonverbal communication can be spoken and written which conveys meaning in how you use your voice, your face and your body; how you dress all of these signals meaning to others.

Whitman Richard F. defines nonverbal communication as the process of sending or receiving messages other than words in a context that is intended to convey. Meanwhile, Stephen W. Littlejohn explained that nonverbal communication is a very important part of communication. Verbal communication will not be effective without the inclusion of nonverbal communication. So nonverbal communication is the heart of every message conveyed or received

either in a face-to-face meeting or by telephone. Nonverbal communication includes feelings, emotions, attitudes and personal thoughts which are practiced through body movements, postures, facial expressions, gait, positions, whether done consciously or unconsciously.

In line with this statement, the participants admitted to using sign language to clarify the meaning they wanted to convey, such as using fingers as the dominant number for the amount of the price to be paid or shaking their heads and hands as a sign of disagreement or rejection and giving a nod when confirming or agreeing with something. This also supports the Rais (2020) statements, Non-verbal communication includes overt behaviors such as facial expressions, eye contact, gesture, head movement, facial expression, Posture and mood.

The use of sign language certainly really helps them in describing their expressions, in order to convey the message they need to convey, but is hampered by the limitations of the foreign language they can master. Some of them said that they mastered very little foreign language, so it would be very difficult for them if they only relied on their very limited verbal language skills. This situation is supported by Bjerregaard (2010), who stated that non-verbal cues help regulate the flow of conversation, facilitate turn taking, provide feedback, and convey subtle meanings.

Apart from that, they also said that their limited use of foreign language was often mixed with Indonesian, which of course will make things difficult for foreign tourists who don't understand. Therefore, the use of non-verbal strategies will really help them in communicating with foreign tourists, especially in offering their transportation services to tourists who are traveling in the city and its surroundings.

4.2.2.3 Visual

Visual communication as a system for fulfilling human needs in the field of visual information through visible symbols, is currently experiencing very rapid development. In almost all sectors of activity, symbols or visual symbols are present in the form of images, sign systems, corporate identities, and various product displays in shopping centers with various attractions (Sumbo Tinarbuko, 2003)

According to Poedjawijatna and Hatta (2013) communication is "an effort to convey messages between humans and therefore we state communication science as a science that studies efforts to convey messages between humans"

Barnett Pearce calls the emergence of the role of communication a "revolutionary discovery" which is largely due to the discovery of communication technology such as radio, television, telephone, satellite and computer networks. 4 Visuals are something that can be seen by the sense of sight, the visual elements of corporate identity include trademarks, logos, symbols, typography, names, slogans, color schemes, stationery designs, building designs and decorations. Advertising and even dress codes and uniforms.

This is what motorized tricycles drivers take advantage of in their communication process with foreign tourists, where they use visual communication strategies as a communication intermediary between the two. They admitted that they often use Google Translate as a language link with tourists if neither of them understands the meaning of what the person they are talking to means, or use Google Maps as directions or just to confirm their intended delivery destination.

In explaining the nominal price they mean to foreign tourists, sometimes mistakes often occur when they only rely on sign language to indicate the amount to be paid, because of these limitations, mistakes often occur, where 3 fingers they mean is 30,000, but tourists think they mean 30,000. is 3,000 so this will cause

disputes afterward, therefore showing the money at the beginning of the transaction is the most effective visual method used by motorized tricycles drivers in conveying their intentions.

Apart from that, the motorized tricycles drivers also stated that foreign tourists often use tourist brochures as a guide to their destination. This is of course quite easier for the motorized tricycles drivers, because usually the brochures contain quite clear information about the location and other tourist advantages. For the process itself, tourists will usually show a picture of a location they want to go to, if the driver knows the place, then the process between services will occur afterwards. The statements of Bart Kelly about the practice of using visual elements such as symbols, imagery, typography, and layout to effectively communicate a message, inspire change, or evoke an emotion, are in line with the tricycles drivers strategies while using google maps, showing the brochures and showing the picture.

4.2.2.4 Written

Written communication is communication carried out in writing. This process is carried out by two individuals who use writing as a tool or intermediary for information and communication. This is one of the communication strategy efforts carried out by motorized tricycles drivers in communicating with foreign tourists in order to convey information to these tourists.

The use of media itself is quite varied, from manual paper to electronic devices such as cellphones or similar items. Usually, they use language strategies in written form when they want to confirm the price that tourists have to pay to use the transportation services they offer. Technically they will write down the nominal price they charge after tourists confirm the destination they want to go to; this is intended to avoid misunderstandings regarding the nominal fee that must be

paid by tourists to use their service. This supports the statements of Bart Kelly, who said that Written communication is the transmission of information via written symbols, including words, sentences, and paragraphs.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. The conclusion is based on the presentation and description of the research findings and discussion of data analysis. Furthermore, related to the conclusion the researcher also gives some suggestions.

5.1. Conclusion

In conclusion, the research focused on understanding how Motorized Tricycles Drivers in Banda Aceh master English and the strategies they employ to communicate with foreign tourists. The discussion reveals two main aspects: language mastery and communication strategies.

Some drivers acquired basic foreign language skills through formal education, even though their school experiences were not always effective due to various factors. Formal education served as a foundation, but it alone was not sufficient for effective language acquisition.

Informal education, gained through everyday experiences, played a crucial role. Pedicab drivers used various informal learning processes, such as utilizing technology (YouTube, television), learning from friends, and direct interactions with tourists.

The learning processes were complemented by habits formed in their environment. Approaching and interacting with tourists, offering services, and using acquired vocabulary were common practices.

Verbal communication was identified as a crucial strategy, especially in

attracting and serving foreign tourists. Good foreign language skills provided advantages, making transactions easier, and drivers with better language skills were sought after by tourists.

Non-verbal strategies, including sign language, were employed to convey meaning when verbal language skills were limited. Participants used gestures to indicate prices, express agreement or disagreement, and enhance communication.

Visual communication played a significant role, utilizing tools like Google Translate, Google Maps, and tourist brochures. Visual aids helped in clarifying intentions, avoiding misunderstandings, and providing clear information about destinations

Written communication, often through manual notes or electronic devices, was employed for confirming prices and avoiding misunderstandings. This strategy was particularly important to ensure clarity in financial transactions.

In summary, Motorized Tricycles Drivers in Banda Aceh employ a combination of language mastery and communication strategies to effectively interact with foreign tourists. Their diverse approaches, blending formal and informal learning, along with various communication strategies, reflect the adaptability and resourcefulness of these drivers in navigating language barriers for the benefit of their services.

5.2. Suggestion

Based on the results of the research and the conclusions, the researcher gave several suggestions as follows:

1. This research is for looking at how the motorized tricycle drivers can master English and their language strategies, so that this research is highly recommended for the future researchers as the reference for researching the motorized tricycle drivers' English.
2. Because English that is used by the motorized tricycle drivers is for interacting with the foreign tourists, this research is useful for the tourism and culture department to empower the motorized tricycle drivers' communication skills, especially in English. This can certainly help in improving the quality of service in the tourism sector.

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Lampiran 1

Language Master

Language Acquisition	Age	
	Environment and habits	
	First language influence into the second language	
	Motivation	
Language Learning	Formal	School
		Additional education
	Informal	

Source: Stephen Krashen

Communication Strategy

Verbal	Speaking
Nonverbal	Gestures
	Facial expressions
	Body language
Visual	Symbols
	Pictures
Written	The use of words and sentences.

Source: Bart Kelly

CODING

LM: Language Master

DN: Do not Language Master

1. Language Master

Language Acquisition

A1: Age

A2: Environment and habits

A3 : First language influence into the second language

A4: Motivation

Language Learning

B1 : Formal

B2 : Informal

2. Communication Strategy

C1 : Verbal

C2 : Non verbal

C3 : Visual

C4 : Written

Lampiran 2:

Pertanyaan wawancara:

Name :

Age :

Address :

Length time of work

no	Pertanyaan	Jawaban	Pertanyaan Lanjutan	Jawaban lanjutan	Koding	Analisis
1	Apakah bapak dapat memahami dan berkomunikasi menggunakan bahasa inggris?					
2	Jika bapak tidak bisa atau tidak lancar menggunakan bahasa inggris apakah bapak tetap menerima turis?					
3	Bagaimana cara bapak dapat memahami bahasa inggris?					
4	Apakah bapak hanya menggunakan bahasa inggris saat bertemu turis asing saja? atau ada dengan orang lain juga?				A2	
5	Seberapa sering bapak menggunakan bahasa inggris untuk berinteraksi?				A2	

6	Adakah kebiasaan khusus yang bapak lakukan dalam melatih penguasaan bahasa inggris bapak?				A2	
7	Apakah bapak pernah mencoba mempelajari bahasa inggris dari youtube? atau sosial media lainnya				A2	
8	Apa tujuan/harapan bapak dengan mempelajari/ memahami bahasa inggris?				A4	
9	Pada saat bapak berbicara menggunakan bahasa inggris, apa masih bercampur dengan bahasa indonesia?				A3	
10	Apakah bapak mengenyam pendidikan formal?				B1	

11	Bagaimana cara bapak menawarkan jasa kepada turis?				C1	
12	Apakah bapak pernah menggunakan gestur atau gerakan tubuh khusus ketika bapak kesulitan memberi jawaban dalam bahasa inggris ke turis?				C2	
13	Apakah bapak pernah menggunakan gerakan badan untuk memperjelas maksud yang bapak sampaikan kepada turis?				C2	
14	Apakah bapak pernah memperlihatkan gambar atau simbol dengan tujuan memperjelas maksud bapak kepada turis?				C3	

15	Apakah bapak pernah menggunakan google translate dalam berkomunikasi dengan turis?				C4	
16	Apakah bapak pernah menggunakan tulisan untuk menjelaskan maksud dan tujuan bapak kepada turis? dan dalam bahasa apa?				C4	
17	Apakah bapak pernah mengikuti pelatihan atau kursus dalam memahami bahasa inggris?		apakah hal tersebut membantu bapak dalam lebih memahami bahasa inggris?		B2	
18	Bagaimana cara bapak berkomunikasi dengan turis asing biasanya?		Bagaimana cara bapak menghadapi, seandainya bapak tidak memahami bahasa turis tersebut?		C	

19	Apakah ada tips atau trik khusus yang bapak gunakan memahami maksud dari turis asing pada saat berinteraksi?				C	
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APPENDIX

A. Transcripts of Interview

Link Audio:

https://drive.google.com/drive/folders/1NT50wJiJlhZ_BKovYxgggKeAusb5tw2?usp=sharing

Participant 1
Name : Jhon
Age 50
Address : Aceh besar
Length time of work 25
Interview location : Pelabuhan Ulee lheue (melalui telepon)

No	Question	Answers	Coding	Description
1.	Assalamualaikum pak, saya adi, izin tanya tanya sedikit bapak ya?	waalaikumsalam, Mau tanya apa?		Responding to greetings
2.	Oh iya, nah itu bang, kami ada tugas kuliah kan tentang cara turis berkomunikasi, tapi sudah ke ulee lheue tapi tidak jumpa abang!	Kenapa tidak di telepon?		
3	Itulah , tadi sudah di wa duluan kan, pas itu tadi sudah di lapangan kayaknya lagi mutar mutar jadi tidak jumpa abang! cuma ada jumpa kawan abang , katanya” itu si Jhon “ katanya “ bisa bahasa inggris”, oh bang jhon , ada nomor nya, telepon aja lah nanti kalo gitu ha ha ha, itulah bang, jadi mau tanya kan kek mana	Oh dia gini , dulu kan aku sekolah juga	B1	The respondent said that he had received formal high school education

No	Question	Answers	Coding	Description
	itu cara abang belajar bahasa inggris nya itu yang penasaran aku bang!			
4	Sma bang? atau Kuliah?	Sma, Sma tapi bukan Sma sini tapi sma di daerah langsa itu, daerah langsa		
5	Oh di Langsa abang sekolah ?	Iya, smp 4 dekat lapangan itu, pokoknya di samping gereja lah ada smp di daerah sana itu satu, dulu karena sudah lama disini kan!		
6	Tahun berapa itu terakhir abang sekolah?	oh ma ndak tau lagi, harus ku lihat dulu itu ijazah nya, apa karena gak pernah ku, udah lama , habis itu aku kan sempat juga merantau		
7	Memangnya abang sudah berapa Lama narek becak bang?	Sudah lama , sebelum tsunami lah!		The participant stated how long he had worked as a becak driver
8	Sudah lama lah itu bang!	Sudah, cuma namanya kita bawa becak mana ada apa, ya gini gini aja , namanya juga untuk bertahan hidup gitu!		
9	Ini bang, abang usia sekarang berapa?	Usia sekitar 50 an	A1	Participant Age
10	Berarti ini abang belajar nya dari sekolah abang dulu bang ya?	Dulu dari sekolah	B1	The respondent said that he had received formal high school education

No	Question	Answers	Coding	Description
11	Berarti ini apa tidak ada abang ini sendiri, belajar sendiri, kayak kursus gitu gak ada?	Ada juga sekali , cuma kita kan beda , grammar sama apa itu kan beda dia kalo grammar banyak tulis kalau ini kan cuma bahasa pasaran itu	B2	The participant stated that the way he learned English was independently by writing it down and remembering it again and checking it on Google Translate.
12	Oh bahasa sehari hari gitu bang ya?	Iya, cuma kita nulis bisa juga, cuma kadang kadang ada yang susah nya paling nanti kita lihat di google kan gitu, google translate nya		
13	Oh berarti abang pake google translate untuk ininya?	Enggak , enggak , cuma kalo memang apabila rumit kita , kalo aku ngomong rata-rata bisa cuma kalo untuk kita kirim wa untuk tamu itu kadang kadang kalo ada yang rumit itu aku lihat di google!		
14	Oh berarti abang lebih lancar ngomong nya saja dari pada tulis sama baca bang ya?	Iya iya, tulis sudah bisa, cuma kalau yang sulit sulit itu harus kita lihat juga disitu, kalau selancar apa kan gak mungkin juga, banyak orang pintar lebih pintar lagi kan gitu		
15	Iya iya betul,kalau ini bang, kan ada beberapa bule kan gak lancar juga bahasa inggris dia kan,itu kek mana bang, apa ada tunjukan hp atau bagaimana gitu bang?	Itu tergantung, sama siapa? tamunya?		

No	Question	Answers	Coding	Description
16	Iya tamunya, apa ada tunjukan foto, atau browsur karena tidak semua bule juga bisa bahasa inggris, ada beberapa yang hancur juga bahasa inggrisnya bang kan	Oh ya, itu kebanyakan biasanya orang perancis, orang itali		
17	Oh orang itu berarti bahasa inggrisnya belepotan bapak ya?	Iya, hancur hancuran juga, habis itu orang itu nanti dia bicara nya di hp	C3	The participant stated that he used visuals in the form of a cellphone to help communicate with foreign tourists
18	Oh dikasih nampak hp ke kita nanti bang ya?	Iya, di nampakin, tapi kebanyakan rata-rata biarpun belepotan tapi tetap yang kita ngerti gitu, karena bahasa sehari hari yang dia perlukan ke sabang, jam berapa, paleng kan gitu, kapal nya jam berapa berangkat gitu gitu dia tanya!		
19	Yang umum-umum saja gitu bang ya?	Iya iya, kamu dimana dulu?		
20	Ini bang , di hotel kuala ulee lheue, yang di belakang cafe ring road itu	Oh iya , dulu ada itu ku bawa tamu kesana entah satu atau sepasang waktu itu!		The participant shared his experience in interacting with tourists
21	Iya bang, itu dari mana bang? dari ulee lheue bang?	Enggak. dia itu ketemu aku di google dia, di wikitravel Banda Aceh itu ada nama aku disitu!		
22	Oh abang taruh nomor hp abang di google?	Bukan tarok, maksudnya kan, banyak yang ku kenal, tamu tamu itu, jadi diantara kebanyakan tamu itu, ada tamu yang dia		

No	Question	Answers	Coding	Description
		bagian gak tau entah gimana- gimana nama aku ada di google itu!		
23	Oh	Habis itu di quetbook juga ada, buku guet itu		
24	Oh berarti mereka langsung hubungi abang gitu ya? telepon abang?	Kalau dia yang mau, kebanyakan sih backpacker itu yang mau di rekomen ke aku! tapi kalau orang orang yang berduit gitu kan maunya naik taxi maunya enak enak aja duduk, mana mau dia rekomen becak itu		
25	Oh berarti lebih ke yang backpacker nya bang ya, lebih yang suka jalan jalan gitu yang naik becak	Iya, dia mau cari yang murah via apa, baru di kabari, kan aku sempat tanya juga di mana kamu kenal aku, aku lihat kamu di wikitravel itu		
26	Oh ok ok, untuk ini bang, misalnya untuk belajar belajar itu tadi kan abang bilang belajar sendiri, belajar mandiri sama waktu sma dulu bang kan?itu kalau belajar sendiri pure dari youtube atau dari google translate aja!	oh gak, kita dulu langsung sama tamu nya	B2	The respondent stated that he learned directly from his tourists in an autodidactic manner
27	Oh langsung praktek sama tamu nya berarti?	Iya, aku kan dulu pernah ke bali	A2	Participants told their experiences in interacting in

No	Question	Answers	Coding	Description
28	Oh abang pernah kerja di bali? atau bagaimana?	Iya kerja di Bali, sampai disana aku jadi guet guet biasa lah kayak bigboys gitu		English
29	Oh berarti abang, bukan ini pertama kali menghadapi bulek dan turis turis bang ya?	Bukan, banyak, jangankan itu bahasa jepang aku lebih pinter dari bahasa inggris		
30	Oh, tapi di aceh kan jarang ada turis dari jepang bang kan?	em, ya gitu lah,kadang kadang nanti kalo ada teman aku dari airport itu, aku kenal semua orang yang di airport, supir taxi itu, tapi kalo kadang kadang tamu jepang itu tidak bisa bahasa inggris dia minta guet yang bisa bahasa jepang orang itu langsung di rekomen aku!		
31	Berarti untuk bahasa jepang kek gitu juga bang ya, belajar dari ini juga ya?belajar sendiri juga istilahnya	Belajar juga ku dulu,itu dia belajar nya biasa dia , simple, dia kan ambil catatan satu, pulpen, abes itu langsung terjun apa ini, tanya tanya ini, seperti benda benda apaitu kita tanya,benda apa ini, benda apa itu, kita tulis, catat abes itu pulang ke rumah belajar itu kita ulang ulang besok ketemu lagi orang yang sama gitu	B2,A2	The participant explained how he mastered a foreign language by writing notes and practicing memorization independently
32	Oh sampai akhirnya bisa, gitu rupanya caranya bang ya	Iya, kalau tidak kita mana bisa hafal itu langsung apa yang dia katakan pasti lupa lah kalo tidak di catat		

No	Question	Answers	Coding	Description
33	Butuh proses juga itu bang kan, berapa lama itu abang?	iya iya, butuh proses, untuk lancar bahasa jepang dan bahasa inggris sekitar 8 bulanan itu		
34	Itu abang belajar sendiri? atau abang ada ambil kursus kursus juga?	Tidak ada		
35	Tidak ada, berarti betul betul belajar sendiri abangnya bang ya? dari catat bang ya? abang biasa mangkal dimana emang? emang di Ulee lھےue ?	Di pelabuhan		
36	Ok bang, bearti cukup dulu bang, terimakasih bang ya	iya sama sma		Closing
37	Assalamualaikum	Walaikumsalam		

Participant 2
Name : JUANDA
Age 59
Address : Lamlagang
Length time of work 25

Interview location : Tsunami museum

No	Question	Answers	Coding	Description
1.	assalamualaikum pak, saya adi, izin tanya, sedikit boleh pak!	boleh , tapi saya tidak bisa bahasa inggris,no inggris	DM	Answered the greeting and confirmed that he didn't speak English
2.	Apakah disini sering ada bule (turis asing)?	Kadang kadang ada bule, kadang kadang gk ada juga		Initial questions to start a conversation
3	Jadi kalau ada bulek bapak nya tidak terima kah?	Terimaaa..., kalau dia mau becak , saya silahkan saja,tapi saya tidak bisa bahasa inggris		The participant confirmed that he does not avoid interacting with foreign tourists
4	Jadi kalau mereka ingin menggunakan jasa bapak, terus komunikasi nya bagaimana?	Kalo ungkoh - ungkoh (ongkos/biaya) nanti saya ketik di hp saya, nomornya berapa rupiah kan...	C4	Participants stated that they used a visual strategy in the form of a cellphone as a communication tool
5	Berarti langsung bapak ketik angka nya di hp?	em,ya, kalau saya mau tanya sama dia,di mana home, you come from yaaaaa, itu aja	C3,C4, C1	The participant confirmed that he used the cellphone as a communication tool and combined it with simple greetings in English
6	Berarti bapak lebih, misalnya lokasi dia, itu bagaimana cara dia bilang? apakah langsung di katakan airport, gitu misalnya? bandara	ya, saya bawa, ya habis tu hp saya kan kek gini, hp dia so-long so-long,solong ulee kareng kan	C3	The participant explained that he used his cellphone as a communication tool with tourists

No	Question	Answers	Coding	Description
7	Jadi di kasih nampak hp nya bearti itu bapak y?	iya,ini kan kalau kayak hotel kan banyak ada perubahan di aceh ini,kalau ini kan unit seulawah dulu, sekarang kan sudah arabia, udah di rubah rubah,tapi kalo hotel sebagian tahu	C3	The participant explained that he used his cellphone as a communication tool with tourists
8	Jadi kalau seandainya ada bulek lewat, bapak panggil? bapak tawarin?	iya saya panggil	C1	The participant confirmed that he would start a conversation with tourists by offering and saying hello
9	Bagaimana cara bapak panggil?	want to becak? no no no, berarti tidak	C1	Participant gave an example of how he offers services to tourists
10	Berarti bapak yang tawarin langsung ya?	ya,kadang kadang ada satu bulek, dia mendoko(mendekat), how you? o hotel medan, saya bilangkan, saya tebak tebak saja, sebentar saya bilang, mau smoking! kalau ditanya berapa ongkos, saya bilang tiga puluh ribu terus , tidak banyak banyak karena orang asing kan lebih tau dia kan	C1	The participant shared his experience in interacting with tourists
11	Bapak emang biasa mangkal disini?	Iya saya, kebetulan suzuya mall sedang dirombak, saya disini dulu, saya becak dari suzuya mall		

No	Question	Answers	Coding	Description
12	Bapak udah lama narek becak pak?	udah, semenjak komplit		The participant explained how long he had worked as a pedicab driver
13	Semenjak komplit, berarti dari 98? atau lebih lama lagi?	Itu saya kurang tahu, waktu ini saya menjadi driver orang asing, itu saya pernah juga!		The participant explained how long he had worked as a pedicab driver
14	Bekerja untuk orang NJO kah dulu pak?	Dulu waktu pembuatan jembatan darussalam saya bekerja dengan wong aseng , penutupan 89 di bawa ke jepang saya, wang aseng itu orang jepang dia, tapi sudah lama di bali dia		The participant shared his experience in interacting with tourists
15	Usia bapak sekarang berapa?	sekarang kalo tahun 2024 ini saya sudah masuk 59, tahun 65 saya lahir, itulah waktu penutupan 89 dibawa ke jepang saya 3 bulan, cuma untuk jalan jalan saya, bukan untuk cari kerja	A1	The participant provided information about his age and told about his experiences in interacting with tourists
16	Memang nya bapak asli mana? asli sini?	Kalau asli nya aceh utara, tapi besarnya di Banda Aceh dan Tapak tuan		
17	Bearti Bapak disini tinggal nya dimn bapak?	Di lamlagang		Domisili
18	selain menggunakan hp , apakah ada cara lain yang bapak gunakan untuk berinteraksi dengan bulek nya? apa menggunakan bahasa isyarat seperti	engak, cuma ongkosnya berapa, money? dibilangkan? saya ketik terus	C4	The participant stated that he uses writing methods to help him communicate with tourists

No	Question	Answers	Coding	Description
	menunjuk misalnya			
19	Berarti bapak ingat beberapa kata , seperti money gitu y, where gitu y, itu bapak belajar sendiri kah? mengingat sendiri?	Saya ikot ikot orang ni aja, hahaha yang bisa bahasa inggris itu kan kayak orang becak ulhee lhee kan, itu agak paham dia, kalo saya kurang paham saya, memang sudah diajar dulu tahun 85 dan 88 pernah diajar oleh orang asing dulu, sebelum nya juga pernah kerja pada orang asing juga	A2	The participant confirmed that the little English skills he currently has come from his environment and experiences so far
20	Berarti bapak pernah belajar pada orang asing juga ya?	iya, tapi saya sudah tidak ingat ingat lagi		
21	Bagaimana dengan pendidikan formal bapak, ada atau tidak kah?	sekolah? kalau dibilang sekolah saya ada juga, tapi saya tidak sampai tamat SMA, hanya sampai kelas 2 sma, karena orang tua sudah meninggal, biaya kehidupan tidak ada yang kasih	B1	The participant stated that he had attended school but was unable to complete his high school education
22	oh berarti, maka dari itu bapak memilih bekerja, bapak y?	ya, makanya saya memilih bekerja, bapak saya orang tapaktuan asli, mamak aceh utara, saya kelahiran aceh utara, saya besar di banda aceh dan tapak tuan, kalau di aceh ini saya sudah keliling keliling!		Participants provide information about themselves

No	Question	Answers	Coding	Description
23	Kalau dari pemerintahan,ada melakukan pelatihan, pelatihan tidak pak?	saya ini ada minta becak bantuan, ini becak becak sewa, ini bukan becak saya, semejak amirullah saya minta bantuan tapi tidak ada respon sampai sekarang, katanya tidak ada anggaran lagi udah habis		
24	Itulah bapak, kalau dari pihak dinas apa ada melakukan pelatihan pelatihan gitu pak?	oh tidak ada,ini kek agenda saya minta bantuan di sosial itu tetap tidak direspon juga,ini dari dinas sosial, ini dari walikota sampai sekarang belum ada, dari masa amirullah menjabat, sampai sekarang enggak ada		The participant stated that he had never attended a training class
25	Yang biasa mangkal di museum berapa orang kita pak?	Tidak tentu kita, tergantung ada sewa nya		
26	Berarti bapak tidak selalu disini? kadang mutar mutar juga?	oh iya, itu tergantung kemana arah orang nya minta antar nya kesitu kita mutar mutar kan, kadang kadang ada suruh tunggu,ada sekali kan jumpa di masjid raya saya ajak kesini, sampai ke syiah kuala		The respondent told his experience
27	Kalau dapat orderan bulek bulek itu, biasanya tujuan mereka kemana itu pak?	Disuruh antar aja, misalnya kapal apung, lampulo		Respondents shared their experiences interacting with foreign tourists

No	Question	Answers	Coding	Description
28	Itu sepanjang jalan itu mereka ada ngomong - ngomong bapak?	tidak, karena saya pun tidak ngomong, kalau ada rokok dia, merokok , saya tidak merokok		
29	berarti pake isyarat saja kalau tawar menawar itu bapak y?	iya, kalau yg di ulee lhee mereka lebih bisa bahasa inggris nya	C2	The participant stated that he often uses sign language to help him communicate with tourists
30	kalau bisa bahasa inggris lebih gampang manggil dan menawarkan ke bulek nya bapak y	Kadang kadang gak mau juga mereka, mereka suka jalan kaki saja biasanya		Respondents shared their experiences interacting with foreign tourists
31	Ini bapak bisa bahasa inggris berarti kan walaupun sedikit sedikit, itu belajar dari mana bapak?	Itu semenjak saya bawa orang asing , pernah di ajarkan	A2	The participant stated that he was self-taught from the experience of bringing foreign tourists
32	Berarti belajar sendiri lah bapak y, bukan karena pendidikan formal	iya benar, pernah di ajar dulu itu, dulu kantor di depan rumah saya pt. marta karya produksi baja, kerja dengan sekai	B2	The participant confirmed that he studied autodidactically as a result of being in an environment where there were foreign tourists
33	Baik pak, kalau begitu itu saya yang mau saya tanyakan, mohon maaf nama bapak siapa ?	Juanda, tapi tidak ada title		Name's respondent
35	baik pak, terimakasih bapak juanda, saya lanjut tanya tanya ke driver lain dulu bapak ya	iya iya sama sama		Closing

Participant 3
Name : Saridin
Age 58
Address : Setui
Length time of work 23
Interview location : tsunami museum

No	Question	Answers	Coding	Description
1.	Assalamualaikum pak, saya adi, izin tanya tanya sedikit bapak y	Ya , boleh, mau tanya apa?		answered greetings
2.	Apakah bapak sering menerima tamu asing seperti bulek disini ?	kadang kadang ada kadang kadang tidak		ask questions to start a conversation
3	Berarti, jika ada tamu bulek, tetap bapak terima?	ya, diterima		The respondent stated that he received and served foreign tourists
3	Jadi bagaimana? bapak panggil?	ya, panggil saja dia, tapi ada juga dia, kalo bulek ini dia tidak bisa bawa lama lama, karena mau sholat kan,ngantar aja palingan	C1	The respondent stated that he offered services by calling using a verbal strategy
4	Oh, bearti tidak bisa ambil seharian penuh pak y?	Tidak bisa,karena orang itu kan non muslim, kalo kita sholat kan gak mungkin kita tinggal, cuma kalo antar kesana, umpanya seperti antar ke kapal apung, lampulo , kapal diatas rumah, kita antar aja, tapi kalo orang orang malaysia , enak		The participant shared his experience in interacting with foreign tourists

No	Question	Answers	Coding	Description
5	Bearti bapak bisa bahasa inggris juga? bisa berkomunikasi?	sedikit- sedikit, jangan di bodohnya aja	M	The participant said that he could and understood and was able to communicate using English
6	Itu bapak, Belajar sendiri atau bagaimana?	Ya belajar sendiri, waktu bapak di terminal dulu, terminal sui	B2	The respondent said that he studied autodidactically
7	Terminal mana ?	Terminal Setui		
8	Oh setui di situ?	Ya.....		
9	Belajar nya bagaimana bapak? belajar otodidak atau belajar dengan kawan kawan pak?	Karena bapak di situ jualan, ya jualan kelontong, jadi orang itu kan yang tidak pande bahasa kita langsung ngomong dia kan, ya lahh, ngomong sedikit sedikit dia kan, kalau kita kan belajar langsung ke dia	A2	The participant explained that the learning process he received was the result of frequently interacting with tourists when selling
10	Bagaimana itu cara bapak bapak? bapak ingat , dari hp, atau bagaimana?	engak, bapak ingat aja, cuma bapak sering waktu tahun 90 an kan dulu sering tengok tvri Aceh, belajar dari situ aja kadang kadang kan, setelah itu langsung praktek sama orang itu, kalau dulu kan belum ada tv swasta, belum ada lagi, kalau film film dulu, film jepang oh-sen, oh-sen itu kan, nah enak kita belajar dari situ	A2	The participant stated that he also got learning materials from TV

No	Question	Answers	Coding	Description
11	Bapak sudah berapa lama, narek becak pak?	Dari tahun 2010 kalau tidak salah		The participant explained how long he had worked as a pedicab driver
12	2010? usia bapak berapa sekarang?	Ya , usia saya sudah hampir 58, dulu bapak lama jualan aja di terminal, ya jadi bapak ambil, udah itu pindah ke batoh, ambil disana, karena disana sibuk kali , masjid jauh, udahlah ambil positif biar enak ke masjid saja, kalau kita jualan ini kan nanti kalau jam 8 kan lagi rame orang, sedangkan waktu shalat sudah masuk yakan? penteng kali, hidup ini kita jaga sholat ya kan?	A1	The respondent states his or her age
13	Untuk ini, Berarti bapak belajarnya ini sendiri pak kan? lebih ke sendiri bapak kan? kalau yang pendidikan pendidikan formal seperti itu ada pak? kayak di sekolah dulu?	Enggak ada, anak saya dulu waktu kena tsunami nggak ada juga belajar itu, Belajar dari, di apa aja, di tv aja, tapi pintar kali itu nomor satu tu dia, lahir nya tahun 88, pintar kali dia, kalau tidak ada bapak dia seneng sama bulek itu ngomong, pinter kali dia, karena kena tsunami, waktu tsunami itu dia kelas 3 sma, adek nya kelas satu baru, ya memang sudah, sudah disitu panggilan ya,	A2	The respondent stated that he did not receive formal education, but rather studied autodidactically
14	Tapi bapak, dulu tetap sekolah bapak kan?	Ya, cuman itulah lihat lihat orang tu saja saya perhatikan dia ngomong, cuma kalo		The participant shared his experience of communicating with

No	Question	Answers	Coding	Description
		yang enak ngomong bahasa inggris ni orang orang asia ini lah, kalo kayak orang orang eropa, england itu lebih cepat itu bahasanya, tapi kalo orang asia ono kan, apa lagi kalo dulu pernah ada orang korea selatan, enggak , sedikit sedikit cuma dia pande		foreign tourists
15	Bingung bearti kita jadinya bapak ya?	Cuma dikasih nampak, oh ok ok, di kasih nampak dengan hp	C3	The participant stated that he sometimes uses a cellphone as a tool for communication
16	Dikasih nampak dalam bentuk apa pak? gambar? tulisan? atau peta?	Hotel nya , gambar hotel nya, hotel apa namanya syariat dia bilang, oh Batoh, oh iya iya katanya, sendiri dia	C3	The participant stated that he sometimes uses a cellphone as a tool for communication
17	Bearti, misalnya ini bapak tidak mengerti apa yang dia ngomong itu kan, itu bagaimana cara bapak menghadapi nya? kasih nampak gambar kah? atau pake google translate ?	Engak, kalo yang pasaran itu biasanya insya allah ngerti juga, kalo ngomong yang pasaran pasaran aja, dia kan yang pasaran dia ngomong nya, berapa kilometer dari ini kesini kan? berapa jauh nya itu, itu aja biasanya, mana pante pante indah, jam berapa berangkat ini itu	M	The participant said that he was able to interact and communicate simply with foreign tourists
18	Karena kadang ada juga bulek bulek yang tidak fasih bahasa inggris nya kan	Oh ini, bulek dari jerman, nah... bahasa dia kan lainnya		

No	Question	Answers	Coding	Description
19	Jadi bagaimana juga itu komunikasi nya pak?	Ada kawan kawan nya yang bantu terjemahkan, kawan nya yang itu, german banyak, kalo spanyol kan lain lagi bahasanya, prancis lain lagi ya kan, yang asli bahasa bulek itu inggris karena amerika pun di jajah nya ya kan?jadi ini sedang kuliah? sedang menyelesaikan tugas akhir y?		The respondent stated that he looked to a third party who was more competent to help him communicate with foreign tourists if he experienced difficulties
20	Ya betul pak, maka dari itu saya sedang mencari informasi bagaimana cara bulek berkomunikasi dengan masyarakat lokal khususnya supir becak!	Ya tapi kalau sekarang tidak lagi payah (susah), apalagi sudah ada hp ya, kalau tahun 90 an dulu kan , belum maju juga kan		
21	Nama bapak siapa tadi?	Saridin		Name's Participant
22	Bearti cara bapak belajar ini dari tv dan bapak ulang ulang terus bapak ya? kalau selain sama turis, sama kawan kawan ada ngomong bahasa inggris juga pak?	sedikit sedikit sama kawan saya, polisi di polda, kami kan sering datang jamaat nanti kan, jamaat bangladesh, india , itukan, mereka itu di campurnya bahasa arab dengan bahasa inggris, tapi cuma kadang kadang kalau orang itu, karena dia ikut jamah kan,di pake bahasa arab ya kan, banyak itu	A2	The respondent stated that apart from tourists, he also studied and practiced his English skills with his friends

No	Question	Answers	Coding	Description
23	Berarti selain sama turis terpakai juga bahasa inggrisnya, bukan cuma untuk bulek saja terpakai bahasa nya?	Iya, karena itu bahasa pasaran internasional yakan? kadang kadang memang perlu itu untuk pergi ke india , pergi bangladesh, pergi pakistan kan?		Respondents explained the advantages of having English language skills
24	Berarti dengan kita bisa bahasa inggris ada manfaat lebih itu bapak ya?	Ya, tapi itu kalo india ke bangladesh orang itu gak di ajarkan bahasa inggris kita, bahasa arab biasanya kalo tidak bahasa arab, bahasa dia, bahasa urdu		Participants tell their experiences
25	Makin susah lagi berarti pak?	Tapi kawan saya itu ada yang bisa bahasa urdu, heran saya, tiga bulan tamu itu disini, kadang kadang dia belajar ngomong bahasa kita langsung, dia banyak doa, usia berapa sekarang?		Participants tell their experiences
26	Saya? 24 pak	24 ya, anak saya 22 sudah selesai		
27	Telat kuliah pak, karena harus kerja dulu, baik pak terima kasih informasinya saya izin mutar mutar lagi bapak ya	oh ya ya, berkah selalu ya sama sama dk		
28	Baik pak, Assalamualaikum	waalaikumsalam		Closing

Participant 4
Name : Faisal
Age : -
Address : Lhoknga
Length time of work : -
Interview location : Pelabuhan ulee lheule

No	Question	Answers	Coding	Description
1.	Assalamu'alaikum bang, Ni saya Adi.	iya		Responding to greetings
2.	bang, ini ga ada bule atau gimana? biasanya ada rame bule nya?	lagi sepi ni		Participants tell their experiences
3	oo, gini bang, kami kan mahasiswa yang mau lihat cara bule interaksi ni kan, tu lah pikirnya main-main kesini, jam berapa biasanya ada bulenya?	pagi.		
4	oo pagi ya..	kalau pagi rame orang tu.		
5	oo, ke Sabang orang tu ya?	iyaa. Pagi. kalau pagi rame		
6	Kalau abang terima juga kalau ada bule-bule gitu bang?	saya orang lokal aja.		
7	oo, orang lokal aja. jadi kalau ada bule, abang serahin ke orang lain?	iya, serahin ke orang lain. orang yang pande bahasa Inggris.	DM	The participant said that he could not communicate in English

No	Question	Answers	Coding	Description
8	Rame kita disini bang? biasanya tukang becak?	50 tukang becak disini.		
9	Rame tu bang, yang sering terima-terima bule gitu?	ga, cuma 7 becak aja		
10	oo cuma 7 aja dari semua total?	iya		
11	Nama abang siapa tadi?	Nama saya Faisal.		Name's Participant
13	Faisal bang ya. Berarti abang tinggal disini?	Jauh, Lhoknga		
14	Jauh kali bang dari Lhoknga kesini?	iyaa, namanya cari rezeki.		
15	iya betul betul betul. Oke bang, saya coba mutar-mutar lagi bang ya. Makasih bang	iya		Closing

Participant 5

Name : Faiz

Age : 58

Address : Banda Aceh

Length time of work : 7 Years in Banda Aceh, long time before in Meulaboh

Interview location : Ulee Lheue Port

No	Questions	Answer	Coding	Description
1	Sepi pelabuhan pak ya?	sepi		Initial interaction to start a conversation with the motorized tricycles driver
2	ini pak, kami mahasiswa kan, ada tugas untuk lihat interaksi bule disini, rupanya lagi sepi	sepi ga ada orang. tapi jam 2 biasa ada. kalau pagi memang ada.		Introducing self and the purpose of the interaction
3	berarti kalau gitu, mereka datangnya naik becak apa gimana pak?	naik becak, taxi, dari bandara masuk kemari		Starting the interview with the light question
4	kalau bapak biasa terima bule atau gimana?	kalau ada terima, kalau ga ada kek mana kan		Initial confirmation to ensure guests are involved in interactions with foreign tourists
5	berarti bapak bisa ngomong bahasa Inggris?	Bahasa tu ga bisa, tapi kalau bule ngomong bahasa Indonesia kami bawa	DM	Participant confirmed that he could not speak English
6	Jadi kalau bulenya bahasa Inggris?	ada kawannya bahasa Inggris	C	Participants confirmed the way they communicate with the foreign tourists

7	biasa mereka bawa penerjemah ya?	ya	C	Participants confirmed the way they communicate with the foreign tourists
8	berarti bapak kalau ada yang nerjemahin bapak terima gitu?	ya	C	Participants confirmed the way they communicate with the foreign tourists

No	Questions	Answer	Coding	Description
9	kalau mereka datang langsung? atau misalnya mereka tunjukkan hp, ga pernah mereka dari orang bule tu?	ada juga. tunjukkan arah bandara, museum	C3	Participants stated that it is true that many foreign tourists use visual images on cellphones to communicate
10	nama bapak siapa?	Faiz		respondent told his name
11	sudah lama bapak narik becak?	lama juga		The respondent stated that he had worked as a pedicab driver for a long time
12	berapa lama?	kalau kita bilang lebih 7 tahun disini, di Aceh Barat lebih lama lagi		The respondent confirmed that he had worked as a pedicab driver for a long time
13	sebelumnya di Aceh Barat, berarti bapak aslinya Aceh Barat?	disini, asli Aceh barat		The respondent explains where he lives and where he comes from
14	jadi keluarga disini?	keluarga di Meulaboh		Participant told where his family lives.
15	Kalau umur bapak udah berapa pak?	sekitar 58	A1	Participant told how old he is.
16	selain pakai penerjemah sama tunjukkan foto, gimana lagi cara bapak biar bisa bawa bule?	Lewat kawan. Nanti kawan yang bisa bahasa Inggris ngomong sama bule nya, siap tu kasih ke saya.	C	Confirming his strategy for communicating with tourists when he doesn't understand the language
17	Terus untuk kasih	Nanti udah dibilang terus	C	Participant confirmed

No	Questions	Answer	Coding	Description
	tau harganya gimana pak?	sama kawan tu, kami tinggal bawa aja.		that the way he communicates with tourists is by involving a third person who understands English better
18	Kalau dia komunikasi sama bapak lewat tunjukin foto, cara bapak kasih tau harganya gimana?	saya kasih nampak duit sama dia. Misal harga 50, saya keluarin uang 50 dari kantong, kasih lihat dia	C2,C3	The respondent stated that he used non-verbal communication using gestures by showing money as a reference (the use of signs).
19	Baik pak, terimakasih banyak pak, kami mau keliling-keliling lagi ni	iya, sama-sama.		Closing interaction

Participant	6
Name	: Yunan
Age	: 50
Address	: Banda Aceh
Length time of work	: Before Tsunami
Interview location	: Ulee Lheue Port

No	Questions	Answer	Coding	Description
1	ini pak, kami mahasiswa kan, ada tugas untuk lihat interaksi bule disini, rupanya lagi sepi	tapi ada juga orang pergi ke Sabang, bule banyak. ada yang pulang, ada yang masuk. ga tau apa islam apa engga.		Carry out initial interactions to start a conversation with the pedicab driver
2	berarti ada turis dari luar ya?	Ada. pagi dia		Provide initial questions to start the interaction
3	Sering naik becak orang tu datang kesini pak?	ada, ada yang naik becak, ada naik taxi		Asking another initial question
4	Kalau bapak terima bule juga atau gimana pak?	Kalau ada, terima		The respondent confirmed that he accepts tourists as consumers of the services offered
5	berarti bapak bisa ngomong bahasa Inggris?	Bisa sikit-sikit. Tapi kadang orang tu bawa kawan yang bisa bahasa Indonesia	M	confirmed that he could communicate in English
6	biasa mereka bawa penerjemah ya?	iya, sebagian. abang tu yang pande bahasa Inggris, dia pande bahasa Inggris, ada sekolah tinggi dia, ada S1, S2, es teler, es batu, ada es nya tu		The respondent confirmed that he understood a little English and suggested a friend who was more proficient in communicating in English

7	Bapak yang ini bisa bahasa inggris tadi ya?	agak pande dia sikit. ada juga kawan yang pande kali. ada memang bisa dia beberapa orang becak sini Jepang bisa juga, ada kawan satu bahasa jepang pande, bule pande. ini adek dari mana?		Participants confirmed that there were several pedicab drivers who could communicate in English
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No	Questions	Answer	Coding	Description
8	ini pak, kami mahasiswa bahasa Inggris pak.	oo ada tugas ya?		
9	iya, makanya disuruh lihat cara bule berkomunikasi dengan masyarakat lokal kita, katanya. ya, pas tengok oh, kok sepi ni, hehehehe	Belum pulang kapal, udah berangkat		Researchers responded to questions from respondents regarding assignments and from which campus
10	Jam 2 nanti ada tu pak kapal?	ada. tapi kalau jam setengah 7 baru kemari, itu ada banyak bule dari bandara		Participants confirmed the hours when many tourists are usually active at the port
11	Kalau bule nya datang ga bawa penerjemah, bapak tawarin langsung atau gimana pak?	iya tawarin. tapi disini sekarang banyak bule yang dijemput.		The respondent confirmed that he accepted tourists in the transaction process for the services offered
12	ooo berarti mereka udah duluan pesan gitu pak ya?	iyaa, yang order di itu, di Hp. Tapi bule lepas gitu ada juga		Participant confirmed the way he offers services to tourists
13	itu gimana cara bapak panggilnya, biasanya?	panggil terus, apa becak ni	C1	Participant confirmed the way he offers services to tourists
14	Kalau transaksi harga itu bapak kek mana?	diituin terus. bilang terus harganya berapa. nanti mereka minta kurang juga	C1	Participant confirmed that he bargained using verbal concepts via conversation
15	ooo, berarti mereka nego juga berarti?	yaa, nego juga		Participant confirmed the contents of the previous

No	Questions	Answer	Coding	Description
				conversation
16	kalau taxi sudah ada harganya kan bapak?	Tidak juga. Mereka tentukan di tempat juga. kadang-kadang banyak dikasih. kita bilang begini, sampe di udah, udah banyak dikasih. kadang-kadang ada tertentu juga. kadang-kadang kita udah bilang 100, dikasih 300, tu udah pribadi dia		The respondent shared his experience in transactions with tourists
17	itu bapak bisa bahasa inggrisnya belajarnya gimana pak?	belajar sendiri dari kawan, lihat bule tu ngomong. Belajar formal tu ga ada kami. Orang disini banyak bisa bahasa Inggris karena dulunya kerja di NGO	B2	Participant explains how he understands and learns English
18	Berarti kalau kerja di NGO rata-rata tamatan SMA dia atau gimana?	iya, sekolah dia		The respondent confirmed that most drivers who used to work at NGO received formal high school education
19	berarti bapak bisa bisa dari kawan ya?	iya. ada ni kawan kami satu, bahasa itu jepang bisa	A2	Participants confirmed that their friends had a positive impact on the respondent's English development
20	bahasa jepang?	bulek bisa, si Jhon namanya, pande kali		Introducing a friend who can speak English
21	oo bang Jhon. kemaren bang Jhon ada antar bule juga ke hotel di Lampaseh, karena saya kan sempat kerja situ juga kan.	becak becak besar dia. Heri satu lagi tu, itu bulek aja bapak tu dia kayak air bahasa inggrisnya, hehehehe		provide a detailed explanation about the driver's friend who can communicate in English

No	Questions	Answer	Coding	Description
22	Kalau dari ini pemerintah ga ada buat kayak pelatihan-pelatihan gitu pak?	Dulu ada, di hotel pue tanyoe. cuma itu sekali.	B2	Explaining that in the past the government had conducted training for pedicab drivers. The training was held only once and it was ten years ago
23	sekali aja ya pak?	iya sekali		
24	tahun berapa tu pak?	sekitar 2013 dulu		
25	ooo udah lama kali terakhir pelatihan ya?	yaa. itu kami ada dikasih baju satu seorang. saya ada, ini ada		
26	itu khusus tukang becak aja pak atau yang lain-lain juga ada ikut juga?	ada juga yang lain, tapi banyak tukang becak		
27	seluruh aceh ya pak?	Banda Aceh aja. Kan tempat wisatanya ada di Banda Aceh, jarang di Aceh Besar		Explain the tourist destinations of foreign tourists
28	ya betul betul betul. ya walaupun wisatanya pantai-pantai sana kan	iya, ke Lampuuk dia, Lhoknga. Bulek sana tidur		
29	nginap sana langsung ya?	ya, ada rumah dia, rumah-rumah diatas gunung tu dia, disamping gunung tu dibikin		
30	berarti bapak udah berapa lama ininya, narik becaknya pak?	udah lama. Orang bule tu suka naik becak yang supirnya bisa bahasa Inggris, karena suka ngomong orang tu.		Explaining the length of time he has been a driver and tourist habits

No	Questions	Answer	Coding	Description
31	oo, orang tu suka ngomong-ngomong pak ya?	iyaa. Banyak ngomong orang tu. Kadang entah apa mau ambil di gunung, tanya ma kita, kita ga tau.		Explaining tourist habits while in Aceh
32	Kalau ga paham, sering pake bahasa isyarat ga pak?	Sering, pake bahasa bisu kita. uang umpamanya berapa, uang berapa sama bule. Dikasih tunjuk jari-jari berapa. Kadang kami kasih nampak duit terus sekalian	C2,C3	Explaining how to help communication is by using gestures, body language and showing direct objects such as money (The use of Signs)
33	biar jelas pak ya...	Ada hari tu orang, kasih cuma 3 ribu, padahal 30 ribu		Tells about his experience in communicating with tourists
34	Dia kira 3 ribu banyak kali ya	iyaa. si ngon ni banyak-banyak dikasih tapi, dapat bule banyak-banyak dikasih		
35	dapat yang baik-baik ya?	Anggapan kita baik. kadang-kadang kita bilang naik 100 ribu, sampe sana dikasih, dibeli, diajak makan kita. udah sana diambil duit dikasih lagi, haa		
36	itu sepanjang jalan mereka ngobrol?	ngobrol, ngomong	C1	he stated that along the way tourists like to talk a lot
37	kalau ada abang ga paham tu bahasa mereka kek mana tu pak?	tapi saya ga mengerti, bahasa bule ngerti		He confirmed that he did not understand everything the tourists said
38	isyarat-isyarat gitu	ya, bilang nanti tau dari mana-mana tau.	C2	He confirmed that he uses sign language or body language to help him communicate with tourists

No	Questions	Answer	Coding	Description
39	jadi kalau ga paham gitu tetap jawab atau gimana bang? misalnya kan ada bahasa yang kita ga paham mereka ngomong apa	ga tau		
40	Apa hal yang paling berkesan dari bule tu pak?	tapi kalau kita baik, dikasih becak, dibeli sama bule. dikasih duit banyak kita. kalau kita baik sama orang bule kadang-kadang kerja sama dia, banyak dikasih duit. becak dibeli. saya dulu ada beli becak satu, uang dimasukin dalam kantong penuh		Tells about his experience in communicating with tourists
41	jadi becaknya langsung diambil sama mereka?	bukan, kita jual, sudah jelek seperti ini. aa sudah rusak		
42	habis tu orang tu bawa kemana tu pak, becaknya?	udah jelek, jual. jelek udah, udah lama kali. dikasih duit lagi. kenal sama bini bulek tu tapi, bukan dia.		
43	sama istrinya berarti?	disuruh beli becak, waktu tu.		
44	abang kalau ga paham kasih nampak google translate juga? atau gimana? ada pake google translate?	ngomong ngomong biasa aja gini, ga ada hp, ngomong aja	C1	He confirmed that he more often uses verbal strategies in communicating
45	ngomong aja, bahasa isyarat gitu pak ya?	kalau ga ngerti bahasa bisu terus	C2	He said that non-verbal (body language) was an alternative when he did not understand the language the

No	Questions	Answer	Coding	Description
				tourist was referring to
46	ada ga campur-campur kadang bahasa indonesia, kek gitu pak kadang-kadang?	ada	A3	Participants stated that their first language still influences the English that is currently used
47	ga, misalnya bapak kadang ngomong sama dia, tapi udah ga tau lagi mau bilang kek mana, kek gitu. ada ga bapak campur pake bahasa Indonesia kadang, sesekali ngomong?	ada, dia ga ngerti.		
48	kalau ini pernah pak, misalnya kan nunjukin foto kadang, kek gitu. misal dia mau ke masjid raya, kesini, tapi kesulitan komunikasi. biar kadang bapak ga paham atau kek mana kali gitu kan, bisanya tunjukin foto kemana kadang gitu	kadang-kadang jalan ditunjukin kalau kita ga tau, dikasih nampak jalan dari HP. dihidupkan, ni belok ke ini, ini belok kesini	C3	Participants stated that sometimes the use of visuals would be very helpful in communicating
49	berarti diarahin aja kan?	iya, dia kasih arah.		
50	Kita tinggal bawa aja berarti pak ya?	dia arah aa, ni salah masuk, ni keluar lagi. bersyukur juga ada tu, ada juga kadang-kadang seperti saya ga ada hp, ada orang lain becak ada alamat ga tau, disini tau. Ini sudah lewat, balik lagi		Tells about his experience in communicating with tourists

No	Questions	Answer	Coding	Description
51	Berarti tandanya bapak-bapak pakek jaket ini, jaket dari dinas?	iya ni, ini kami sama ni. Kadang-kadang ini kotor, cuci. Pakek yang lain		
52	pokoknya baju-baju gini lah pokoknya	aaa, gitu		
53	Berarti sama kawan yang sama-sama bisa bahasa Inggris gak pakek-pakek juga pak?	gak. Orang ini ada yang pande bahasa bule, jepang, sama kami ngomong bahasa Aceh juga		
54	Mungkin kayak belajar, tes-tes ngomong sama kawan-kawan gitu?	ga ada. Sebagian mereka sejarah yang mereka mau, sebagian cuma untuk main main, sebagian mencari sejarah jaman dahulu, di dalam hutan dia masuk		
55	Kalau kita kawanin, bisa kita jelasin, berarti ini lagi kita ya?	Dicari kita. uang banyak gitu dikasih		
56	Kalau bisa jelasin ke mereka ya?	Tu penting kali tu.		
57	Kalau bisa bahasa inggris kita, dapat manfaat lebih lah ya?	iyaa, padahal sejarah Aceh banyak kali, museum aja. Punya dulu pun ga diituin lagi. padahal yang punya dulu yang bagus. Bagus, sejarah lagi. Itu orang yang pande, yang cari-cari tu,	A4	Participants explained the benefits that a person gets if they can communicate in English
58	ke Museum mereka?	Bukan ke museum, museum dulu dia pergi, itu yang mantap		Participant shared his experience in communicating with tourists

No	Questions	Answer	Coding	Description
59	Museum Aceh berarti?	itu yang mantap orang tu, sejarah Aceh ya kan, macam mana. nah, nanti ke sejarah-sejarah apa, kayak Cut Nyak Dien, nanti ada juga orang-orang cari tu, itu banyak kali tu di kasih untuk kita. Saya pernah antar mereka kek gitu, banyak kali.		
60	jadi kek mana abang dapat bule? abang panggil bule tu?	yaa, nanti kan tanya,		
61	oo langsung kita datangi bule nya?	kadang-kadang banyak dikasih untuk kita, asal kita baik, ga itu, banyak dikasih, aa banyak dikasih. Ongkos itu lagi, kadang-kadang kita ke Blang Bintang tu ongkos 80 kita jalan juga. kadang-kadang 300 sampe sana dikasih. ada yang 500		
62	itu udah suka hati orang tu kasih berapa lah pak ya?	Bukan ongkos lagi, 70 cabut juga kami kesana. Tapi ini lebih udah dikasih. Kalau kita baik sama dia, senang hati. kita bilang kemana, disuruh makan lagi kita, di bayar, minum-minum.		
63	Itu dalam seminggu bapak, kita pasti dapat bule, atau gimana?	gak tentu juga		
64	Tapi mereka pasti ada setiap minggu? setiap hari ada ga mereka?	Hampir tiap hari mereka ada. yang dapat siapa ketemu disini		
65	Siapa ketemu duluan pak ya?	yaa, siapa yang cepat pergi		

No	Questions	Answer	Coding	Description
66	Kalau kita kesana ga bisa bahasa Inggris, susah juga komunikasi pak ya? udah ga tau mereka mau kemana	Orang bisa bahasa Inggris udah ga berdiri lagi sama kami. Dia sudah duduk di warung aja main hp aja. saya sudah di luar		
67	ooo, tau-tau udah dapat ya?	Hanya tulis aja dia, segitu aja. aa ikut terus. Kami ga ada, udah udah hancur		
68	Berarti kalau bapak emang betul-betul disini aja?	iya, kami disini		
69	Oke pak, terimakasih banyak ni pak, mau keliling-keliling lagi ni kami.	iya, sama-sama		closing

Participant 7
Name : Samsul bahri
Age : 53
Address : Ulee Kareng
Length time of work : Before Tsunami
Interview location : Ulee Lheue Port

No	Questions	Answer	Coding	Description
1	Nama bapak siapa?	Samsul		Introduction
2	disini bapak sering terima turis-turis juga?	sering kali enggak, cuman sekali-sekali ada. saya kurang pande juga bahasa Inggris, sikit-sikit bisa		Questions to start the interaction
3	berarti ngomong ngomong kombinasi bisa?	sedikit, yaa ga lancar. ada kawan yang lancar kali ada bisa bahasa Inggris, ada berapa orang yang bisa	M	Participant confirmed that he could and understood a little English
4	bapak belajar dari kawan-kawan atau belajar sendiri atau gimana?	dengar-dengar juga dari kawan kan, dengar dari kawan, bisa sikit-sikit. bapak ini bisa sebenarnya. dari mana ni dek?	A2	The respondent stated that the friendship environment had an impact on the process of acquiring a foreign language
5	mahasiswa, sebenarnya kan,	mahasiswa Unsyiah?		
6	dari BBG. eeee itulah	BBG dimana?		
7	daerah Darussalam juga pak. kami teliti tentang cara bule berkomunikasi dengan supir-supir di kawasan Banda Aceh kan, gimana	taxi, becak		

8	aaa.. ini berarti belajar dari kawan-kawan pak ya?	em, belajar dari kawan, pake hp ada juga di translate tu kan	A2, B2	Participant stated that he learned the language from friends and also used a cellphone independently (google translate)
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No	Questions	Answer	Coding	Description
9	ooo pake google translate bapak?	aaa.. bisa juga. saya gak pande kali juga, bisa sikit-sikit. kawan yang pande kali. ada memang bisa dia beberapa orang becak sini. ini tujuannya untuk apa?		The respondent stated that his English language skills were not proficient and were still at the level of understanding
10	aaa, kami kan dari mahasiswa bahasa, bahasa inggris,	ooo jurusan bahasa ya?		
11	iya, makanya disuruh cara bule berkomunikasi dengan masyarakat lokal kita, katanya. ya, pas tengok oh, kok sepi ni, hehehehe	belum masuk kapal. Pagi-pagi kalau mau datang. pagi jam 9 kan udah masuk kapal tu dah		
12	Jam 2 nanti ada tu pak kapal?	Jam 2 ada, cuma sepi juga. dia rame pagi nanti jam 8 jam 9 jam 10		Participants provided information regarding tourist activity hours at the port
13	total kita ada berapa orang kalau driver becaknya disini bang? yang biasa mangkal-mangkal?	sekitar 40 ada		Participants provided information about motorized tricycle drivers at Ulee Lheue port
14	ooo, rame ya pak ya. tapi itulah beda-beda jam biasanya atau gimana?	enggak. sama semua masuknya. nanti masuk kapal, ni karena siang kan, jemput anak, makan. yang full kali pagi kalo full kali kan. full datang tukang becak, situ rata-rata semua ada		
15	itulah, saya lihat tadi kok cuma beberapa, 5 becak palingan	pagi sama sore, sore. pagi sore tu dah datang kan, rame kan		
16	berarti bapak kalau	kek mana?		

No	Questions	Answer	Coding	Description
	misalnya da ada penerjemah tetap bapak terima?			
17	misalnya ga ada yang penerjemah tu, ga datang kan, misalnya kan. saya kan kerja di hotel juga bang kan, jadi kadang-kadang mereka datang aja tu, ataupun diantar sama becak langsung kan ga ada penerjemahnya tu. jadi bapak tawarin misalnya?	aa tawarin. mau kemana dia kalo keluar bule kan. tapi disini sekarang banyak bule yang dijemput.		Participant stated that without a translator he could still communicate with foreign tourists
18	ooo berarti mereka udah duluan pesan gitu pak ya?	aaa. dari Sabang memang udah di order kemari kan. tapi ada juga bule yang lepas-lepas gitu ada juga		Participants provided information about pedicab drivers at Ulee Lheue port
19	itu gimana cara bapak panggilnya, biasanya?	tanya terus, apa dia kan keluar dari sini, tanya terus. Hello friend, kan. Hello friend, where do you go. ya kan, aaa. mau kemana, ya kan. oo dia mau ke airport, aaa ke airport kan. oo mau ke apa ni, ke hotel, ke... apa lagi?	C1	The respondent explained how he interacted with foreign tourists
20	Kalau transaksi harga itu bapak kek mana?	nanti kita bilang terus. kadang misalnya ke airport kan, ditanya nya, yes, I am.. aaa.. go to airport. tanyak nya kan, tanyaknya berapa, how much. bilang terus. kalo.. kalo sekarang 120, kalau dulu 100 sebelum naik kan. nanti dia minta 100, bawa juga	C1	The respondent explained how he interacted with foreign tourists using verbal strategies

No	Questions	Answer	Coding	Description
21	ooo, berarti mereka nego juga berarti?	nego. tapi kalau taxi lain lagi.		
22	kalau taxi sudah ada harganya kan bapak?	enggak. kalau disini ga ada. di bandara yang ada harganya. ada label harganya kan, disini ga ada harga disini. disini maksudnya nego juga disini. sekitar 150 lah ya kan. nego juga orang tu apalagi kalau udah kayak bapak ini. bapak ngon ni dia nampak bulek batuk-batuk, banyak dikasih duit sama bule		
23	itu bang, berarti kita belajarnya otodidak sendiri ya? dari kawan-kawan?	ya kalau tukang becak ni tukang taxi jarang ikut kursus tu, jarang dia.	B2	Participants stated that the foreign language skills they acquired were the result of self-taught learning
24	dari ini ga ada pelatihan dia?	ni banyak yang disini, saya dengar, banyak yang bahasa inggris bisa juga disini, ada beberapa orang ni yang dulu kerja di NGO dia	A2	Participants stated that most of the pedicab drivers who could speak English there had worked for foreign companies such as NGOs in the past.
25	ooo kerja di NGO?	aaaa.. ada kerja di NGO, kayak si Pan ya, si Bob, orang tu dulunya kerja di NGO	A2	
26	makanya bisa bahasa Inggris bang e?	aa bahasa inggris nya udah lancar kan, bahasa Inggris udah kayak bahasa Indonesia.	A2	Participants stated that pedicab drivers who were fluent in English there also acquired their English from working with foreign companies
27	Berarti kalau kerja di	iya mungkin. tapi yang	A2	Participants

No	Questions	Answer	Coding	Description
	NGO rata-rata tamatan SMA dia atau gimana?	setahu saya ya, yang bisa bahasa Inggris tu khusus dia, formal lah kita bilang ya kan, ga ada, jarang. ya kan. mana sempat lagi, cari duit pergi kursus		confirmed that the English language skills they acquired were the result of self-taught learning because at their current age it would be very difficult to attend formal and informal classes.
28	ya ya, hehehe.	bisa-bisa alami aja.		
29	Tapi dari ini pemerintah ga ada buat kayak pelatihan-pelatihan gitu pak?	ga ada. kecuali dulu ada. dulu ada penatarannya dulu. di hotel tu kan	B2	Participants stated that in the past the government had provided informal training for motorized tricycle drivers in Banda Aceh
30	sekali aja ya pak?	cara nyambut tamu, ya kan. bahasa inggris		
31	tahun-tahun berapa tu pak?	waktu dikasih baju ini dulu, di Renggina dulu		
32	2013 di baju bapak tu.	aaa tahun 2013		Participants confirmed the year the training was provided
33	ooo udah lama kali terakhir pelatihan ya?	itu memang ada dari dinas pariwisata ya. ada beberapa kali. di ini ada juga, di training lah istilahnya kan. nyambut tamu kek mana, ya kan. terus cara melayani tamu. ada dulu. tapi sekarang udah ga ada lagi. kalau dulu mungkin ada beberapa	B2	Participants confirmed and explained the experience and process of providing the training
34	berarti terakhir aktif tu 10 tahun yang lalu	iya. ada memang pemerintah buat-buat kek	B2	

No	Questions	Answer	Coding	Description
	pelatihan-pelatihan kek gitu?	gitu.		
35	itu khusus tukang becak aja pak atau yang lain-lain juga ada ikut juga?	taxi kalau ga salah saya ada ikut juga. taxi, ojek ada juga. cuma orang taxi ga rame. tapi yang di khususkan becak.		
36	becaak	aaa, kalau taxi sama ojek ga rame kali ya kan. cuma di fokuskan orang becak. makanya hari tu kami dapat duit habis penataran tu, di kasih duit 500.000. dikasih baju ni lagi, tidur di hotel. seminggu kalau ga salah		
37	berarti seluruh aceh pak ya?	enggak, cuma disini aja, di Banda aceh aja		
38	oh iya, kan supir becak cuma di banda aceh aja bapak ya?	kota madya aja, Aceh besar kan ga ada, khusus untuk kota madya kan. Aceh besar kan banyak juga becak, tapi orang tu ga di undang, khusus kota madya kan. karena yang datang bule di banda aceh,		
41	Di Banda Aceh ya pak kan, mutar-mutar disini	jarang dia ke Aceh Besar kan		
42	ya betul betul betul. ya walaupun wisatanya pantai-pantai sana kan	iya, pantainya emang di Aceh Besar, ya kan. mana ada, kecuali di hotel		
43	berarti bapak udah berapa lama ininya, narik becaknya pak?	saya sudah lama, habis tsunami. sama saya kan, kalau kita mau bisa belajar bahasa inggris tu yang cepat, kek mana caranya?		Participant confirmed how long he had been a pedicab driver

No	Questions	Answer	Coding	Description
		saya mungkin sekitar sekian persen bisa, sekitar 30% kan. Karena bulek dia kalo... apalagi kalau dia mau jalan-jalan, kecuali khusus dia mau satu tempat kan, itu ga perlu yang... maksudnya ga anu kali bahasa inggrisnya kan. tapi kalau kita mau jalan, dia mau jalan-jalan, dia lebih senangnya yang bisa bahasa inggris		
44	ooo, ngomong-ngomong ya?	emm, total. tu kalo saya kalau udah jalan-jalan udah bingung, dia minta kesana, mau kemari, mau ke itu kan. aaa jadi kalo sekedar untuk tujuannya ni oo mau kesini, oo mau ke hotel, ke bus station, aa, berapa harganya itu mungkin bisa. tapi nanti kan dia nanya ini, nanya itu, kita udah ga ini lagi kan. udahlah yes no yes no aja kan. emm, yes no, nanti dia kan, sebenarnya dia nanti ga ada komunikasi, malas dia	C1	The respondent stated that the way he communicates with foreign tourists has always been using the verbal speaking method
45	ooo, mereka suka ngomong berarti pak ya?	emm, nanti walaupun ga suka ngomong dia tanya, saya mau makan ini semuanya kan, saya mau minum ini, saya mau kemari, saya mau kesana, dia kan ngomong bahasa inggris, saya tanya kamu bisa bahasa indonesia? no katanya. jadi ga mau dia	C1,A4	Participants stated that English language skills would make it easier for them to offer services to foreign tourists
46		dek, adek ni sastra ya?		
47	Pendidikan kami	semuanya? kalian guru?		

No	Questions	Answer	Coding	Description
	pak,	maksudnya semua bahasa kalian ga?		
48	enggak, bahasa Inggris aja	khusus bahasa inggris?		
49	kami pendidikan bahasa Inggris pak kan.	bahasa Inggris udah bisa semua ya?		
50	Yaaa, boleh lah, hehehehe	ga, cara mudahnya belajar kek mana? biar cepat. istilahnya kita memang udah tua	A4	Participants asked for tips to master English quickly
51	Memang beda orang beda cara pak kan, kalau bapak kan mungkin dari youtube atau apa gitu. itu sebenarnya membantu juga. Karena kami memang diajarkan di kelas, itu juga belajar juga kan pak.	Ga, maksudnya cara yang mudahnya ga ada? cara cepat kita bisa bicara bahasa inggris, kan ada cara-caranya, bisa kita belajar kan, kek mana caranya?		
52	nonton-nonton youtube kek gitu bisa juga pak, nonton-nonton video-video pakek bahasa Inggris gitu pak kan, habis itu nanti kalo ada pertanyaannya apa kek gitu, coba kita coba jawab sendiri gitu pak. kalau kami biasa kek gitu sih belajarnya, kek ngomong sendiri aja, oo kalau misalnya hari ni saya mau pergi ke Ulee Lheu, cara ngomong bahasa Inggrisnya gimana ya	emang kalo di youtube tu bisa juga, cuma ya mungkin ada yang lebih praktis lagi kan		

No	Questions	Answer	Coding	Description
53	misalkan ada yang kosakata baru, kalau kami pak ya, kosakata baru yang ada di youtube itu kami cari tau artinya kalau gag tau, kek gitu pak.	dia bahasa Inggris tu dihafal lah ya? dihafal diingat ya?		
54	Ga harus juga pak. Ingat aja sih, ga harus dihafal juga semua	ga, ni kan kalau ga kita hafal gitu ga tau kan. udah kita baca ya, where do you go, kan sekedar kita ngomong kan kalau ga kita hafal kan lupa		
55	ya, hehehe	harus kita hafal ya, berarti where do you go, where do you go harus kita ingat, kita baca, kita hafal, kita ingat, ya kan.		
56	berarti bapak cara mempelajarinya bahasa Inggris kek gitu ya?	ya, nanti kalau saya misalnya saya apa ni kan, dengar dari kawan ya kan, saya ingat. a saya ingat saya ingat saya ingat, terhafal ya kan. aaa nanti kan artinya kan udah tau. tapi nanti kadang-kadang kalau udah lama, lupa. aa makanya kan harus kita hafal. aaa. selain harus kita hafal	A2, B2	The respondent stated that his method of learning and mastering English was by studying with friends and memorizing independently
57	Harus sering kita ucapin	aaa, biar ga lupa ya	A2	Participants confirmed that repetition of memorizing words is important so as not to forget
58	oo berarti pakek isyarat-isyarat tangan juga kadang-kadang pak atau?	kalau yang ga ngerti pake isyarat, kalau yang ngerti ngomong terus.	C2	Participants confirmed that they also use non-verbals such as gestures and body language to help them communicate

No	Questions	Answer	Coding	Description
				with tourists
59	itu isyarat kek mana pak? ee, cara bapak kasih isyarat nya tu yang kek mana biasanya?	kalau misalnya kita yang ga ngerti kadang-kadang kawan ada uga yang mau, yang kebetulan dia naik becak kan. kayak bapak ni contohnya kan. bapak ni kan ga bisa bahasa inggris, jadi pas bule itu jumpa tukang becak, hai kan ga bisa kita bilang, dia tanya lah kan, ini saya mau ke city kota berapa, ya kan, bilang terus misalnya bapak ni kan ga pande bilang, kalau kita yang bisa bilang kan ngomong terus fifty thousand berarti 50. bapak ni cuma bilang bahasa isyarat aja, bahasa bisu. city, kota, bilang terus (mengangkat 5 jari sebagai isyarat 50rb)	C2,C3	Participants confirmed that they also use non-verbal methods such as gestures and body language to help them communicate with tourists and are assisted by visual methods such as showing the money they are referring to.
60	nanti dikasih 5 ribu, hahahaha	kadang-kadang complain memang, aaa, dikasih 5 ribu ya kan. nanti kalau ada juga kawan ambil duit, kasih nampak	C2	Participants confirmed that they also use non-verbals such as gestures and body language to help them communicate with tourists
61	oooo, lebih jelas pak ya, segini	iya, tapi lebih kalau menurut saya emang kayak adek ni bilang kan, lebih bagus ambil duit kasih nampak. jadi dia ga complain	C3	Participants confirmed that they also use non-verbal methods such as gestures and body language to help them communicate with tourists and are assisted by visual methods such as showing the money they are referring to.
62	jelas pak ya...	kalau gitu, dikasih apa, 5 ribu, 50 ribu, ya kan. memang ada yang complain hari tu dek. dia bilang dari terminal kemari dia bilang 30 dia bilang, thirty thousand.		

No	Questions	Answer	Coding	Description
		rupanya kawan ni tukang becak gak ngerti, dia bilani nii (tunjukin jari tiga) dia bilang. 3 ribu dikasih		
63	Dia kira 3 ribu banyak kali ya	kalau dibilang si ngon sudah meramah		
64	isyarat-isyarat gitu	yes no aja	C2	The respondent confirmed that he also uses non-verbal methods in the form of gestures and body language in communicating with tourists
65	untuk ini bang, kayak rata-rata kita pendidikannya apa? SMA semua atau gimana?	kalau yang narik sini ga semua.		Participants stated that not all pedicab drivers in Ulee Lheu had formal education
66	kalau bapak?	kalo saya, ya saya SLTA, ada juga kawan satu sarjana, si Jek, si Jek sarjana.	B1	The respondent confirmed that he had previously received formal education in the form of high school (SLTA)
67	ada ga campur-campur kadang bahasa indonesia, kek gitu pak kadang-kadang?	bule-bule?		
68	ga, misalnya bapak kadang ngomong sama dia, tapi udah ga tau lagi mau bilang kek mana, kek gitu. ada ga bapak campur pake bahasa Indonesia kadang, sesekali ngomong?	kita ngomong bahasa Indonesia dia ga ngerti	A3	Participants stated that the English used would be mixed with the Indonesian language used in life due to limited ability in English.

No	Questions	Answer	Coding	Description
69	habis tu tambah isyarat lagi kek gitu pak ya?	emm.. ya, kek nya istilahnya udah ga nyambung lagi, kan, udah ga nyambung lagi. kalau saya udah ngomong banyak pun udah ga nyambung lagi. paling nanti orang yang pande-pande tu kan. tu nyambung terus. kita udah paham banyak kan bisa ngomong kan, ditanya bisa kita jawab kan. ni nanti dia tanya, ngomong kan kita ga ngerti, dah lah diam aja. karena kalau kita ga jawab, dia pun ga ngomong lagi, dah lah duduk aja di becak tu, sampe tempat tujuan dikasih duit. oke mister, thank you, berangkat, haa. tapi kalau orang tu kan pande ngomong, ngomong terus kan.	A3	
70	kalau ini pernah pak, misalnya kan nunjukin foto kadang, kek gitu. misal dia mau ke masjid raya, kesini, tapi kesulitan komunikasi. biar kadang bapak ga paham atau kek mana kali gitu kan, bisanya tunjukin foto kemana kadang gitu	oo ada, ada banyak. kan ada brosur pariwisata tu, brosur pariwisata tu kan semua ada tempat-tempat rekreasi kan, ini kesini, ini kesini. kalau kesini mau, haa	C3,C4	Participants confirmed that there are tourists who use visual methods to communicate by showing pictures or writing
71	ooo orang tu kasih nampak brosurnya?	kita kasih nampak. Orang tu kan jarang yang tau, kita yang tau.	C3	
72	kemana kalian mau pergi, ditunjuk pak ya?	aaa, ke ini, ke itu kita tanya. kalau dia bilang iya bawa terus. Ni orang tu kan, kalau saya, bule tu	C1,C3, A4	Participants explained that tourists would be more interested in drivers who could

No	Questions	Answer	Coding	Description
		jarang mau gitu. dia orang tu mau praktis aja. aa istilahnya yang lebih suka orang tu, lebih senang orang tu yang bisa ngomong. Tapi kalau melalui foto, melalui google translate tu kan, agak.. istilahnya orang tu agak kurang anu...		communicate with them, especially using English
73	Kurang tertarik lah pak ya?	aaa, kurang anu. orang tu sukanya yang bisa-bisa ngomong aja.		
74	Karena kan pasti banyak tanya mereka pak kan?	emm, kalau orang tu gak.. istilahnya..		
75	ga bisa diam? hahaha	aaa, kalau seumpamanya kita agak bertele-tele, orang tu rencananya dia mau jalan-jalan, udah ga jadi. Padahal Rencananya kan ini mau jalan-jalan ni, mau kesini, karena kita ga ada lagi komunikasi sama dia, dia tanya kita ga bisa jawab, jadi dia minta satu tempat aja nanti. oo ke museum, dah ke museum. Oh, ke hotel, ya ke hotel. ke terminal, ya ke terminal, ya kan. Tapi kalau yang bisa ngomong terus, kadang-kadang dia nanti rencananya dia kan mau ke museum, atau mau apa ni, kan bisa dia bisa kita ngomong sama dia. Oi mister, kamu kan berangkat jam sekian, ya kan, kamu berangkat ke bandara jam sekian. waktu kamu ni masih banyak ni kalau bahasa Inggrisnya kan agak itu kan. ni bahasa Indonesia kita	A4	Participants explained that tourists would be more interested in drivers who could communicate with them, especially using English

No	Questions	Answer	Coding	Description
		ngomong, kan. Kamu jalan-jalan dulu, kalau kamu tunggu di bandara kan lama. Kadang-kadang orang tu di apa ni, kalau dia nunggu di stasiun kan suntuk, lebih bagus kita jalan-jalan, makan dulu, kek mana. Kalau kita bisa ngomong gitu sama dia, mau dia. Daripada kamu duduk disini nunggu jam berangkatnya nanti, berapa jam. Lebih bagus bisa jalan-jalan. apa kesini. mau dia tu. Tapi kalau kita udah gak bisa ngomong dah, dah lah dia situ aja. nanti kadang-kadang dia naik becak lain. Dah jumpa di museum dia, ataupun di tempat lain, karena dia jalan sendiri, haa. Padahal kalau kita tawarkan dari pertama, mau dia. karena kita ga ada lagi komunikasi kan, dah lah, kasih uang 50, dia duduk disitu. Jadi kira-kira anu, kan lama dia tunggu, jalan-jalan sendiri dia. Kalau kita bisa bahasa inggris tu, kan ongkosnya lebih besar. aaa dari 50 dah jadi 200, 150 kan. Man karena kita bahasa ga bisa, kalau ga bisa bahasa inggris, yang gini sulit, ya kan. gak semua orang bisa		
76	Karena kan bukan bahasa kita istilahnya pak ya?	emmm, tu malah ada juga orang-orang bule yang bahasa Inggrisnya ya kan, misalnya orang prancis		The participant shared his experience in dealing with foreign tourists
77	Ada yang amburadul	aaa ada yang amburadul.		Participant

No	Questions	Answer	Coding	Description
	juga bahasa Inggris mereka	Itu orang-orang Eropa.		told his experience in dealing with foreign tourists
78	Berarti ini bapak membantu juga untuk orang-orang yang bisa bahasa Inggris tu kan, lebih mudah dapat ini ya, lebih mudah nawarin ke bule-bule nya orang-orang bisa bahasa Inggris?	Bukan bantu lagi, emang sebenarnya... apalagi kalau taxi ya kan, kalau bisa bahasa Inggris lebih besar peluang dapat sewa dia, ya kan. Ni semuanya ya kan, ada bule, aa bule yang ga dijemput ya kan, berdiri dia disitu, atau duduk, ni rencana dia mau berangkat ni, ya kan. Kita yang ga bisa bahasa inggris cuma lihat-lihat aja dia, dia mana mau tanya kalau kita ga tawarkan, ya kan. orang yang bisa bahasa Inggris langsung gas terus	A4	Participants stated that mastering English would really help them in communicating with tourists
79	Berarti kitanya yang harus aktif nanya-nanya sama orang ni?	Ya lah, dia mana mau dia. Apalagi kalau ga pakek baju ini (menunjuk jaket yang dipakai) kan ga mau orang ni. Tapi kalau kita bisa bahasa Inggris, ga pakek baju gini pun ngomong terus kita dia udah, oh ni bisa bahasa Inggris		Participants stated that mastering English would really help them in communicating with tourists
80	Berarti tandanya bapak-bapak pakek jaket ini, jaket dari dinas?	iya. Lebih cepat semuanya, kalau bisa bahasa inggris tu lebih cepat semuanya, lebih senang dia. Saya udah lama belajar bahasa Inggris, tapi agak ini juga.		Participants stated that mastering English would really help them in communicating with tourists
81	Bapak kalau ngomong bahasa Inggris ini khusus sama bule aja atau sama kawan-kawan	Sama kawan-kawan mana pula bahasa inggris		

No	Questions	Answer	Coding	Description
	sekitar sini juga?			
82	Jadi kek mana juga bapak ini, belajar pak?	belajar nanti sendiri-sendiri. Belajar sendiri, ya kan	A2	The participant stated that he studied independently or was autodidactic
83	Berarti mandiri berarti pak? Kita belajar, belajar sendiri?	Kalau memang mau, mau.. istilahnya mau dapat sewa gitu kan, aa kalau ga mau dapat sewa, kalau ga mau dapat bule yaa ga usah belajar kan.	A4	Respondents stated that their goal was to learn English so they could offer services and communicate with tourists
84	berarti salah satu tujuan belajar bahasa Inggris kita bisa dapat bule pak ya?	aa kita dapat bawa orang bule, karena kalau orang cina, orang dari cina langsung dari cina sana orang tu kan ngomong bahasa Inggris juga. makanya nanti kadang-kadang kalau kita bisa ngomong bahasa Inggris	A4	Respondents stated that their goal was to learn English so they could offer services and communicate with tourists
85	lebih gampang ininya bang ya	ooh kadang-kadang nanti kawan ada juga yang memang ga mau kan, ga bisa sama sekali, ga mau belajar. Kalau saya mau belajar, karena apa, peluangnya kita dapat sewa karena istilahnya kalau kita dapat bule-bule tu, ongkos becaknya agak besar dari warga lokal.	A4	Respondents stated that their goal was to learn English so they could offer services and communicate with tourists
86	nanti mereka kan nawar lagi pak ya?	nawar orang tu pun gak... nawar gitu aja. Saya pun udah lama juga belajar-belajar bahasa Inggris.	A2	

No	Questions	Answer	Coding	Description
87	Cuman belajar sendiri-sendiri aja bapak? kek mana bapak belajarnya?	Dengar sama kawan, dengar orang tu ngomong, nanti di translate tu kan. Instilahnya sikit-sikit bisa. cuma karena mungkin dah.. ingatan ya, karena mungkin udah tua kan. mungkin kalau waktu masih sekolah, mungkin cepat. ni kan kita udah tua kan, ingatan kita udah lemah	A2	
88	dulu waktu masa bapak waktu SLTA tu, ada belajar bahasa Inggris juga?	Ada. Cuma karena... malah saya... waktu bahasa Inggris tu saya malas belajar	B1	
89	karena ga ngerti pak ya?	Bukan ga ngerti, maksudnya malas kita belajar. rupanya..		
90	Kepakek sekarang pak ya?	aa pas keadaan begini, perlu kali bahasa Inggris tu. Dulu kan ga pikir begitu kita kan. aaa, kebetulan kerja sini, berarti kalau kantor kan ga perlu juga kan. Tapi kalau untuk transportasi gini ya kan, perlu bahasa Inggris tu. Untuk orang tua ya kan..		
91	Berarti kalau cara bapak belajar, dengar, ingat, praktek, pak ya?	Tulah, dengar nanti ya kan, dah gitu dengar bule tu ngomong juga ya kan, yang sama kawan bisa, terdengar ya kan, ngomong dia ya kan, nanti kalau yang teringat, teringat, ya kan. kalau orang tu kan banyak ngomongnya, kadang kita	A2	

No	Questions	Answer	Coding	Description
		dah lupa ya kan. Kecuali nanti kita fokus, kita fokus nanti, kalau perlu kita beli kamus-kamus bahasa Inggris tu ya kan, kan ada situ kamus bahasa Inggris tu, aa.. cuma tu lah, istilahnya keinginan karena gini maksudnya... kami pun gaa.. karena udah tua gini kan, ga fokus kali. untuk sekedar aja ya kan.		
92	Bisa ngerti aja masalah harga tu kan	aaa, cuma kalau memang bisa lebih ngerti lebih banyak lebih bagus sebenarnya, ya kan. Sewa kita kalau ada bule-bule, orang turis tu gampang kan.	A4	
93	Kalau di Youtube- Youtube, ada bapak coba nonton-nonton ga masalah bahasa Inggris ni?	Ada juga. Youtube kek kawan, ada juga kawan satu, buka youtube translate tu, tapi ga bisa-bisa juga. nanti udah ini, ngomong dia, ga ingat. susah ingatnya, karena memorinya udah... kalau saya InshaAllah ingat. aa, tapi harus konsisten. kalau lama- lama nanti ga saya ... ga kita praktekan, kita ngomong ga kita hafal sendiri, lupa lagi. Buka lagi nanti. aa, ingat lagi. Tapi kalau kita ingat terus, itu bisa. kawan-kawan disini kan banyak juga yang alami dah bisa.	A2, A1	The participant explained the independent learning process that he and his friends implemented, but experienced difficulties due to the age factor resulting in a memory that was not as strong as that of young people.
94	Berarti kawan-kawan disini tara-rata belajarnya kek gitu bapak?	Alami semua. ga ada yang di sekolah, ga ada.	A2	

No	Questions	Answer	Coding	Description
95	ga ada yang ikut kursus-kursus, ga ada pak ya?	Ga ada. Di google translate tu, disitu dia dengar ngomong sama kawan yang udah bisa ni, dia dengar, lama-lama dah bisa. Gitu semua ni, alami. Kayak orang main gitar.	A2	Participants told about the independent learning process and the habits they implemented
96	Berarti lihat dari kawan, praktek?	Lihat dari kawan, praktek sendiri ya kan. Istilahnya kita ni kayak orang main gitar lah. kan ada yang di kursus, ada yang alami kan. aa, kalau kami ini alami semua ni. Kalau anak-anak sekolah kan kursus dia	A2	Participants told about the independent learning process and the habits they implemented
97	Berarti kursus ga ada pak ya?	Kalau kursus ga ada. kecuali orang-orang kantor		
98	Waktu ikut pelatihan, cara sambut-sambut tamu, untuk bahasa Inggris ga ada pak ya?	Bahasa Inggris pun ada, cuma sekedar aja dia. aaa, maksudnya untuk dimasukkan kadang, untuk sekedar aja. ga ada maksudnya begana begini, cuma sekedar aja, paling kan.	B2	
99	Tapi udah lama kali bapak ya, 10 tahun yang lalu ya?	iya, 2013 ke 2023 udah 10 tahun kan.		
100	Berarti cara bapak ke itu, berarti ulang-ulang aja pak ya?	Tu lah, kita ulang-ulang, kita ingat, kita hafal. sikit-sikit, sikit-sikit, kalau memang ada keinginan kan. Tapi kalau disini tukang becak sama tukang taxi umumnya ya,	A2	Participants told about the independent learning process and the habits they implemented

No	Questions	Answer	Coding	Description
		keinginan yang dari 0 tu bisa udah jarang ya kan. kecuali satu-satu yang ada keinginan untuk bisa ya kan.		
101	Emang kebutuhan aja berarti pak ya?	aaa, untuk apa ni.. aa orang ni pun ga open kali, aalah, pande bahasa Inggris berarti ada bule, kalau ga pande ya udah	A4	
102	Padahal peluang juga tu pak kan?	Sebenarnya. Sebenarnya peluang bagus tu kalau ada bule kan. Tu lah orang-orang yang bisa-bisa tu kan yang sering bawa kalau kami yang ga bisa, ya dah lah	A4	
103	biarin lewat aja pak ya?	pas kali jalan ya kan, oo ni ke bandara, bandara aja ya kan. Walaupun di hotel dia minta ke mana ya kan, kalau untuk jalan-jalan ga bisa, karena ada bisa komunikasi kan. Tapi kalau orang tu bisa, bisa diajak jalan-jalan	A4	
104	Berarti bapak tinggal dimana pak?	Saya di Ulee Kareng		Domisili Participant
105	ooo, Ulee Kareng. Kalau umur pak udah berapa?	Umur udah... kalau kelahiran 70 berapa?	A1	age of Participant
106	Kelahiran 70, berarti 53	iya, mana ingat lagi kita. Hari ni kita baca, hari ni kita hafal, 3 hari kedepan dah lupa lagi. Nanti seminggu tu yang kita hafal, kalau ga kita ulang-ulang dah lupa lagi. Dah gak ingat lagi.	A1,A2	

No	Questions	Answer	Coding	Description
		Disini rata-rata yang bisa tu, tu lah yang kerja di NGO banyak.		
107	Bapak dulu ada di NGO juga?	Saya gak di NGO. kalau saya di NGO mungkin kan bisa semua tu. Karena kan orang tu ngomong bahasa Inggris semua, dengar-dengar orang tu ngomong, kan bisa. Saya ga di NGO. cuman itu lah, dari kawan saya dengar nanti, lagi orang tu ngomong, saya dengar-dengar. Saya tanyak juga nanti. Saya tanya, ini apa dibilang.	A2	
108	Itu dalam seminggu bapak, kita pasti dapat bule, atau gimana?	ga tentu		
109	Tapi mereka pasti ada setiap minggu? setiap hari ada ga mereka?	bule? setiap hari ada. Ke Sabang, ada. Nanti pas pulang ada lagi.		
110	Berarti orang-orang yang berdiri disana lah pak yang cepat dapat?	Itulah yang bisa bahasa Inggris		
111	Kalau bapak apa udah pernah, kadang di WA atau di SMS gitu sama bule?	Saya ga ada.		
112	berarti ga tukar-tukar nomor HP? kan mereka minta nomor HP kadang pak?	Kalau mereka yang bisa-bisa bahasa Inggris tu memang mereka udah punya kan,		
113	Berarti kalau bapak emang betul-betul	Lah karena saya pun karena kendala tadi, saya		

No	Questions	Answer	Coding	Description
	disini aja?	ga bisa ngomong banyak, terbatas. Kalau orang tu kan ngomongnya udah kayak ngomong bahasa Indonesia kita, apa yang ditanya bisa dijawab, ya kan. Kadang-kadang nanti kalau dia pulang, dia WA juga. Dia WA kan, saya di Sabang 3 hari, nanti pulang kesini jemput saya, di WA kan. Nanti ngomong juga di Handphone menurut orang tu lah kan. aaa, kalau kita kan, saya kan ga bisa banyak. Pas nanti dia WA ataupun dia telpon udah ga anu ya kan, jadi orang tu ga mau. Dia orang tu harus bisa.		
114	Jadi enak ngomongin maksud mereka ya?	aaa, gitu. Kalau kita ngomong sikit, orang tu ga mau. Sistem bule, orang tu mau praktis ya kan. aa, orang tu mau praktis, kadang-kadang ada bule yang tanya langsung dari turun dari kapal, pas kita tawarkan, hello mister, where do you go, di tanya terus sama dia. Dia ga mau jawab dulu, kamu bisa bahasa Inggris? aaa, you can speak English?	A4	
115	ooo dia duluan yang nanya gitu?	ada satu-satu. Satu-satu ada yang nanya gitu kan. ditanya kita dulu, kamu bisa bahasa Inggris? aaa, bisa kita bilang kan. itu baru mau dia.	A4	
116	pastikan dulu pak ya?	Kadang-kadang kan rame yang tanya, ada tukang becak, ada tukang taxi	A4	

No	Questions	Answer	Coding	Description
		tanya, siapa yang bisa bahasa Inggris, kadang-kadang ini yang duluan tanya sama bule tu jumpa, bapak ni kan, tapi karena dia ga bisa bahasa Inggris dia ga mau. Dia nanti minta yang bisa bahasa Inggris. Biar dia bisa kemana-mana pergi, dia bisa komunikasi kan. Jadi ditanya lagi, you can Speak English? Yes. Baru ngomong ini ini ini, baru dia mau. Apa naik becak, apa naik taxi, apa naik ojek, ada juga bule satu-satu gitu, tapi jarang. Jarang yang minta kita pergi-pergi, istilahnya yang ditanya kamu bisa bahasa Inggris tu jarang kan. Kadang-kadang bule mau cepat dia berangkat terus. Tanya harga berangkat terus. Kecuali dia mau jalan-jalan, mau jalan-jalan di Banda Aceh ni baru dia perlu orang yang bisa bahasa Inggris yang bawa dia kan.		
117	Kalau ke airport berarti asal udah tau tujuan dia kemana, harganya berapa, dah pergi terus?	iya, kemana, harganya berapa, go terus dia. ga ada lagi begana begini, kecuali dia mau jalan-jalan, aa itu baru harus bisa ngomong bahasa Inggris kita. kalau ga, ga mau dia. Jarang yang mau. Kadang-kadang kami nanti kan istilahnya minta bantu kawan juga. ni kan dia udah ngomong, pertama kan kita tanya kan, where do you go, ni ni ni, dia rupanya mau jalan-jalan, saya ngerti	A4, C	Participants explained the benefits and advantages of those who can speak English

No	Questions	Answer	Coding	Description
		tapi ngomong ga bisa kan, saya panggil kawan yang bisa. kawan sini bentar dulu. coba apa yang dibilang ni, bilang sama saya. Nanti kawan ni bilang, sorry, my friend ga bisa bahasa Inggris kan, nanti dia ngomong bahasa Inggris, ni ni ni ni, berapa ongkosnya? nanti jam sekian, di airport saya sampe jam sekian, nanti kita ni jalan dulu. Nanti kawan ni ngomong sama saya, atau sama kawan bahasa Indonesia, kan udah ngerti kita. oo ni bawa kesini, ini makan disini, nanti sekitar jam 2 dia harus ada di airport. Nanti kita kalau bisa tinggal bawa kesini, minta bantu kawan. Ada juga gitu. Jadi kita udah ngerti arah dia kemana, tujuannya kemana, ongkosnya berapa, kan. Nanti kita kasih kawan ni duit rokok sama dia. Kita kasih dia rokok, karena dia orang ada ilmunya kan, dia bisa. atau kita ajak dia ngopi, makan kan, begitu caranya.		
118	oke oke oke. Udah dapat banyak lah pak ni. Siapa nama bapak tadi? saya lupa	Samsul Bahri. Cara komunikasi sama orang bule, ya kan. tapi yang lebih praktisnya yang udah bisa		
119	Ni kan ke bapak dulu yang kami tanya, kan pengalaman bapak ni	orang yang dah bisa gampang, ya kan. dia pas jumpa bule tinggal tanya dan jawab terus ya kan.	A4	

No	Questions	Answer	Coding	Description
	yang kami tanya-tanya. Nanti kan yang lain harus kami tanya juga, kan beda orang kan beda cara gitu pak ya.	Kalau kami ni kadang-kadang udah... kalau bahasa Aceh istilahnya udah ka taheu, nanti orang tu ngomong banyak terus ni, kita ga ngerti, ya kan. Apa yang mau kita jawab. Dah lah diam aja kita kan. Nanti orang tu udah ga mau dia. Tapi kalau kita bisa terus dia ngomong kita balas kan, sampe habis baru dia mau kan. Itu dah oke sama dia tu. kayak kawan tu bilang tadi, malah dia bilang kalau bisa bahasa Inggris tu, banyak dikasih duit sama bule-bule orang tu kan. senang dia kan. Jatahnya sekian ditambah sama dia. Tapi kalau kita ga bisa ngomong, sampai tujuannya udah selesai dia. Kendalanya itulah tadi, kita udah ga bisa lagi belajar bahasa Inggris, ya kan. Udah lupa, udah lupa-lupa ingat, emang udah ga pas lagi ya kan.		
120	aaa, terimakasih bang informasinya, kami keliling lagi bang, cari ini. Terimakasih banyak pak ya.	iya iya, sama-sama		Closing

Participant 8
Name : Husaini
Age : 45
Address : Aceh besar
Length time of work: 23
Interview location : Masjid raya Baiturrahman

No	Question	Answers	Coding	Description
1.	Assalamualaikum pak, saya adi, numpang tanyong, disini ada turis turis tidak? yang datang ke masjid raya biasanya?	Waalaikumsalam, oh turis? ada! biasanya ada		Responding to greetings
2.	Oh ada, itu kalau ada mereka biasanya bapak terima? tawarin becak misalnya?	Tawarin becak, Kalau yang naik saya terima		The participant confirmed that he received foreign tourists
3	Oh berarti bapak bisa berkomunikasi bahasa inggris? juga dengan mereka?	Tidak bisa!	DM	The participant confirmed that he could not communicate in English
4	Jadi bagaimana juga bapak berinteraksi , seperti menawarkan jasa becak nya pak?	Ada juru bicara		
5	Ada juru bicara nya berarti mereka bapak ya? untuk masalah harga nya bagaimana itu bapak?	untuk harga nya biasa aja, dikasih tau oleh juru bicara nya		
7	Berarti sepanjang perjalanan tidak ada komunikasi bapak ya? misalnya ini dia mau ke bandara dia	Kalau ke bandara saya minta 100		

No	Question	Answers	Coding	Description
8	Jadi sepanjang perjalanan itu, biasanya bulek kan banyak tanya tanya itu pak, gak ada banyak berbicara berarti mereka?	Nggak ada!		
9	Kalau penggunaan alat bantu komunikasi seperti google translate itu ada pak?	Ada juga kadang kadang	C3	Participants stated that they used cellphones to help communicate with tourists
10	Oh, ok ok , Bapak kalau narik becak nya sudah lama pak di sini?	Sudah, sudah lama dari tahun 2000		
11	Usia bapak berapa sekarang?	Umur? sudah 45	A1	age of responden
12	Sudah 45! Nama Bapak tadi siapa?	Husaini		Name of Participant
13	Oh bapak Husaini, ok ok, Berarti bapak kalo ada bulek tetap bapak tawarin, cuma mereka biasanya emang bawa juru bicara gitu bapak ya?	Iya, itulah biasanya ada yang naik becak ada juga yang tidak , mereka lebih senang jalan kaki		
14	Kalau yang tidak ada juru bicara itu bagaimana? bapak panggil juga?	Panggil juga , tapi biasanya jarang ada yang naik becak	C1	The participant stated that he still offers services verbally to foreign tourists

No	Question	Answers	Coding	Description
15	Adakah yang menunjukan foto, ke museum misalnya?	Ada juga biasanya beberapa	C3	The participant confirmed that he uses visual tools to help communicate with foreign tourists
16	Dari pemerintah ada tidak pak , misalnya melakukan pelatihan pelatihan untuk supir becak?	Tidak ada		
17	Di Kawasan masjid raya ini ada berapa sopir becak ini pak?	Kalau di kawasan sini banyak		
18	Oh banyak bapak ya, itu rata rata apa bisa berkomunikasi menggunakan bahasa inggris kah?	Setengah ada bisa, setengah nya tidak bisa		
19	Itu mereka yang bisa , dari mana mereka belajar nya, apa mereka belajar sendiri atau bagaimana?	Belajar sendiri		
20	Oh belajar sendiri, berarti bukan dari Pendidikan formal seperti sekolah dan kursus bapak y?	Bukan, ada beberapa dari sekolah dulu mungkin ya,		
21	Kalau Bapak, ada belajar belajar bahasa inggris gitu pak?	Ada coba belajar belajar tapi payah (susah)	A4	The participant said that he had tried to learn a language

No	Question	Answers	Coding	Description
				inggris
22	Biasanya kalo belajar belajar seperti itu dari mana bapak?	Belajar dikit dikit dari kawan, kayak rapat rapat gitu	A2	The participant stated that he learned from his colleagues who could speak English
23	Adakah nonton atau lihat lihat di youtube atau di tv misalnya pak?	Kalau tv tidak, jarang, misalnya kalau ada acara bola itu baru kita nonton lah		
24	Berarti untuk proses belajar nya sendiri dari kawan kawan disini bapak ya?	Iya, belajar sama sama sama kawan yang sudah bisa	A2	The participant stated that he learned from his colleagues who could speak English
25	Kalau kasus seperti ini ada tidak pak? misalnya bulek nya tidak paham terus kasih tampak hp atau foto?	Ada , kasih nampak foto di hp, tapi bulek ini ada yang bisa bahasa aceh dan bahasa indonesia	C3	Participants confirmed that sometimes they use visual aids to communicate
26	Nah kalau seandainya kita mau kasih tau harga kepada mereka, tapi kita tidak bisa bahasa inggris itu pake isyarat kah, di tulis atau bagaimana?	Di tulis, di tulis pake hp kita terus kita perlihatkan ke mereka	C4	
27	Kalau dari pihak bulek nya dalam proses berkomunikasi apa ada menulis sesuatu menggunakan hp mereka kasih nampak kepada	Ada juga	C4	

No	Question	Answers	Coding	
	bapak?			
28	Ok baiklah kalau begitu , terima kasih banyak bapak y izin mau mutar mutar lagi kalau begitu	Baik, baik		closing

Participant **9**
Name **: Sulsilfid**
Age **: 41**
Address **: Aceh besar**
Length time of work **: 6 tahun**
Interview location **: Masjid Raya Baiturrahman**

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang,saya adi, izin mau bertanya tanya sedikit bang ya!	Walaikumsalam, iya boleh		Responding to greetings
2.	Ini bang, kalau di masjid raya , suka datang bulek seperti turis turis gitu tidak y?	Ada		Participant confirmed that the area he works in often has activity from foreign tourists.
3	Oh ada, abang terima biasanya kalau ada turis bule seperti itu?	maksudnya terima naik becak? kalau dia naik becak saya terima lah		Participant stated that he serves foreign tourists.
4	Oh maksudnya apa ada abang panggil gitu? misalnya contoh, becak becak	Sebagian ada saya panggil, sebagian datang sendirikan, kita tawarin , becak hah becak? No misalnya kan! becak ? oh ya, ke hotel biasanya dia kan, kita antar ke hotel, bisa ke peunayong kan	C1	The participant stated that he sometimes initiated communication by calling tourists to offer his services.
5	Berarti abang bisa bahasa inggris dong!	Tidak semuanya, hanya yang umum nya saja! kayak misalnya kadang kadang ongkos, di hp dia kasih nampak, ni 12 ribu misalnya kan, tau dia!	M,C3, C4	The participant stated that he was able to communicate with tourists and sometimes used his cell phone to help them communicate.

No	Question	Answers	Coding	Description
6	Berarti sedikit-sedikitnya bisa lah abang bahasa inggris, seperti dasar-dasar nya itu ya?	Ya, paling yes no, how much , berapa gitu kan, kayak money itu tahu	M	Participant stated that he was able to communicate with tourists.
7	Itu abang belajar dari mana dasar dasar bahasa inggris itu bang?	Kan di sekolah ada itu, saya sma dulu, kan umum ada bahasa inggris, bahasa indonesia kan! bahasa arab sudah pasti ada sedikit sedikit	B1	The participant stated that he had previously received formal high school education.
8	Oh berarti masih kepahe bang ya, dari dulu ya	Masih, masih teringat, yang sering diucapkan itu teringat, how are you , misal nya! biasa itu orang ucap ucap kan ya, ada dasar sedikit, yang bahasa dasarnya teringat	B1	Participant tells about his learning process in the past
9	Oh berarti yang bapak tidak tahu itu, bapak pakai google translate ? atau bagaimana?	Alamat? kalau cari alamat ya pake google! tapi sekarang ini gini dek, orang itu lebih pintar dari kita malah, misalnya kalo ongkos kan, kita tidak bisa bilang yang macam - macam itu , sudah duluan dia tahu!	C3	Participant confirmed that he used visual aids to communicate.
10	Bapak sudah berapa lama narek becak nya pak?	Kalau saya baru juga, baru- baru 6 tahun ada, itu termasuk baru karena ada yang sudah 30 tahun disini		
11	Usia abang berarti berapa saat ini?	Saya sekarang ? 42 e.... 2016 saya baru gabung di pangkalan masjid raya, cari rezeki disini saya kan	A1	Age

No	Question	Answers	Coding	Description
12	Kalo disini ada tidak bang yang bisa bahasa inggris juga, supir supir becak seperti itu?	Kalo disini umumnya, kawan-kawan kita bilang ya, kawan-kawan di kelompok ini, macam saya bilang tadi, yang dasar nya saja tahu, tapi kalau yang betul betul fasih itu tidak mungkin, itu biasanya becak becak di hotel itu, di hotel medan, itu kebanyakan mereka pande itu bahasa inggris nya!		
13	Oh mungkin karena mereka lebih sering berinteraksi dengan bule yang menginap di sana bang ya?	Betul, karena kan berhadapan dengan bulek, ada satu becak tu kan, becaknya cantik itu becak nya, becak besar itu kan, dia memang bawa nya bulek saja, emang langganan bulek, ke airport saja permainannya, kami tanya, abang pande bahasa inggris ya, pande dia komunikasi enak, bulek kan dia siapa yang pande komunikasi sama dia , itu dicari, karena lebih mudah komunikasinya, kalau macam saya kemarin itu dapat sewa ke ini, gak tau saya kan gak pande jadi cuma naik ini aja kan, becak gitu, becak paling, yes katanya, saya tanya kemana kemarin kan, oh ke hotel pmi itu, lam ateuk kan, gampong ateuk	C1	Participant describes how he communicates with tourists

No	Question	Answers	Coding	Description
14	Bagaimana dibilang ? PMI gitu?	Iya, PMI katanya, ke hotel PMI katanya,iya boleh,masuk di tanya harga, ongkos berapa ongkos, how much , bahasa inggris kan, saya terus, dua puluh	C1	Participant describes how he communicates with tourists
15	Berarti bang, kalau abang ini bisa dibilang pendidikan terakhirnya ini sma berarti ya, selain dari itu ada belajar belajar lagi bang? untuk meningkatkan bahasa inggris abang gitu?	Tidak ada		
16	Oh tidak ada, berarti perbekalan dari sma dulu, itu yang abang gunakan selalu dalam berkomunikasi?	Ya, penggunaan dasarnya saja		
17	Kalau dengan kawan kawan ada belajar atau ngomong ngomong bahasa inggris bang?	Nggak ada, kalo sama tukang becak mana ada ngomong bahasa inggris hahahah, pasti pake daerah masing masing, paling kalo ada kawan yang cocok dan bisa bahasa inggris itu nyambung kalo ngomong, kalo sama orang orang ini mana bisa ngomong bahasa inggris kan, ngomong nya pake bahasa daerah		
18	Oh ya ya , Nama abang siapa tadi?	Nama saya Sulsilfid, dulu kan, bukan saya ini, dulu saya termasuk bisa bahasa inggris, cuma lantaran tidak sering digunakan dan komunikasi jadi sudah		Name of Participant

No	Question	Answers	Coding	Description
		pada lupa semua		
19	Karena tidak terulang ulang lagi bapak ya?	Betul, jadi lupa semuanya, sekarang tinggal yang tahu yes sama no saja hahaha		
20	Ok bang, terima kasih banyak bang ya, ini saya mau mutar dan tanya tanya lagi, terimakasih bang ya	oh ya ya sama sama		Closing

Participant **10**
Name **: Zakaria**
Age **74**
Address **: Aceh besar**
Length time of work **: 1 tahun**
Interview location **: Masjid raya Baiturrahman**

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang, saya adi bang, numpang tanya sedikit boleh bang?	Walaikumsalam, iya boleh		Responding to greetings
2.	Bang, kalau di kawasan masjid raya ini, sering datang turis tidak bang? kayak orang orang bule gitu?	Itu kurang tahu saya dek, karena saya di becak, kalau sekarang ada yang naik, sekarang saya berangkat hahaha		
3	Kalau abang pernah dapat orderan dari bulek bulek gitu?	Enggak		Participant stated that he never received orders from foreign tourists.
4	Oh enggak, misalnya ada lewat tidak abang panggil juga berarti?	Nggak, bahasa inggris tidak pande saya, kalau becak ya bagaimana , misalnya antar kesini antar kesana, tidak ada banyak tanya begini dan begitu	DM	Participant stated that he could not speak English.
5	Oh soalnya biasanya kalo ada yang lewat biasanya di tawarin kan, kayak becak becak gitu, berarti abang tidak ya? kalo mereka mau naik abang gas , kalau tidak ya sudah gitu?	Iya, nggak ngomong-ngomong		

No	Question	Answers	Coding	Description
6	Oh ok ok, nama bapak siapa tadi?	Zakaria		Name Participant
7	Zakaria pak ya? sudah berapa lama narek becak pak?	enggak , baru baru juga		
8	Oh baru juga, sudah berapa tahun itu kira kira bapak ?	Setahun ada		
9	Usia bapak berapa sekarang?	Usia saya? usia saya sekarang 74	A1	Age
10	Ok pak, kalau begitu terimakasih, izin mau mutar mutar lagi bapak ya	Oh ya ya, sama-sama		Closing

Participant **11**
Name **: Ridwan**
Age **58**
Address **: Banda Aceh**
Length time of work **20**
Interview location **: Masjid raya Baiturrahman**

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang	Walaikumsalam		Responding to greetings
2.	Ini bang saya, adi sedang cari informasi tentang tugas kuliah sedikit,izin tanya-tanya sedikit bang ya, kalau di masjid raya ini datang atau dapat orderan dari bule atau wisatawan asing gitu?	Kalau masjid raya,jarang, di ulee lheue yang ada, seperti pelabuhan, lhoknga di pante pante lah, karena mereka kan tetap mau kesana		
3	Oh di pante pante bearti dia bang ya?	Iya, begitu turun dari pesawat di bandara langsung menuju ke sabang		
4	Ini tapi kalau ada bule atau turis yang datang bapak tetap terima?	Biasa terima, kalau cocok ongkos kami antar		Participant stated that he received orders from foreign tourists.
5	Untuk komunikasi itu bagaimana pak? langsung panggil saja?	Iya, tinggal kita panggil saja	C1	Participant stated that he called the tourist to initiate the interaction.
6	Oh berarti bapak bisa bahasa inggris bapak ya?	Kalau dia jawab , ngerti	M	Participant said that he could understand English.

No	Question	Answers	Coding	Description
7	Oh berarti untuk yang dasar- dasar gitu bisa bapak ya?	Bisa, bisa pokoknya yang kasar kasar gitu bisa, karena kalau belajar harus yang kasar kasar dulu nanti baru yang halus kan!	M	Participant said that he could understand English.
8	Misalnya untuk harga- harga itu bagaimana juga pak?	Kalo untuk di kawasan lhoknga fifty fifty aja lah , lima puluh, karena sekarang kalo untuk lhoknga mereka lima puluh, kalau dulu one hundred , kalau dulu ya kan, kalau sekarang tidak ada lagi sekarang		
9	Itu bapak belajar bahasa inggris nya itu gimana itu pak?	Bukan dari sekolah, sekolah saya pun sd tidak tamat hahaha , saya driver , driver NJO dulu	A2	Participant stated that he had experience working with foreign tourists in an NGO.
10	Oh, berarti belajar dari mereka , masa- masa NJO dulu bapak ya?	Iya betul, bang ngerti dari mereka, karena kalo dari sekolah saya sd tidak tamat, duluan kena nasi bungkus hahaha	A2	Participant stated that he had experience working with foreign tourists in an NGO.
11	Sudah berapa tahun jadi supir becak pak?	Kalau becak, bisa dibilang 20 tahun ada! sekarang saya umur , dua tahun lagi 60	A1	Age
12	Berarti di sini saja bapak mangkal nya? di kawasan masjid raya saja?	Iya, disini saja, mangkal disini		
13	Nama Bapak, siapa pak?	Nama kita Ridwan		Name of Participant

No	Question	Answers	Coding	Description
14	Kalau seperti ini ada tidak bang, Misalnya kita tidak tahu mereka ngomong apa	Kalau yang tidak pande ngomong biasanya kalau dapat yang spanyol, spanyol itu tidak mengerti dia, mereka bahasa inggris juga agak kurangkan, yaudah lah		
15	Jadi bagaimana cara mengatasi hal hal seperti itu pak!	Oh ini saya panggil teman saya yang di mangga 2, ada itu yang ngerti, dia bisa, kayak dapat yang jerman nanti kan, kalau dari jerman banyak yang bisa bahasa inggris kan		
16	Berarti di bantu sama kawan gitu pak ya?	Iya, kalo bahasa inggris kita ngerti sikit- sikit kan	M	Participant said that he understands a little English.
17	Apa ada yang memakai bahasa isyarat gitu pak, seperti tunjuk tunjuk atau menunjukan gambar misalnya?	Oh ada juga, iya benar, ada juga. nanti di kasih nampak ke kita, gini gini, jika dia tidak mengerti saya juga tidak mengerti dia kasih nampak hp, kasih nampak hotel ini dan hotel ini, kadang di kasih nampak di brosur wisata	C2,C3	The participant stated that he used visual aids in the form of a cellphone and brochures to communicate with tourists.
18	Oh seperti itu bapak ya,	Iya , kalau sekarang kalo bule bule itu sudah jarang, kalau dulu sebelum tsunami, sering dia, saya sekarang sudah berapa tahun disini ke blang bintang tidak tahu lagi sekarang, karena tidak pernah dapat yang kesana lagi, kalau dulu,		

No	Question	Answers	Coding	Description
		one hundred, itu kalau kita tanya mau kemana pak , two hundred itu kita putar satu banda aceh baru setelah itu kita antar ke bandara		
19	Selain dengan bule dengan kawan kawan ada ngomong bahasa inggris tidak bang?	Tidak ,paleng bahasa aceh, kita bisa , mereka ketawa tawa aja		
20	Kalau ngomong bahasa inggris kadang masih suka bercampur dengan bahasa indonesia tidak pak?	Iya . campur campur terus ngomongnya	A2	Mix language
21	Tapi bulek nya paham itu pak?	Paham juga mereka, karena orang itu bawa buku, kamus inggris-indonesia dulu, saya dikasih buku itu dulu sama mereka, banyak bule dulu yang kerja di NJO banyak bule disana	A2	
22	Oh berarti semenjak kerja di NJO bapak banyak belajar bahasa inggris disana bapak ya?	Iya betul. karena kita sering dengar dengar dan berbicara langsung dengan mereka kan	A2	Participant stated that he learned a lot of language while working at the NGO.
23	Ada kendala tidak pak, kalau ngomong dengan bule	Enggak ada, aman, malah kadang kadang nanti dia ketawa		
24	Pernah seperti ketik dulu tidak pak? ketik dulu di hp gitu misalnya?	Tidak ada		

No	Question	Answers	Coding	Description
25	Kalau dari pihak dinas ada melakukan pelatihan-pelatihan untuk bahasa inggris tidak pak?	Tidak ada		
26	Berarti bapak belajar nya memang sendiri istilah nya di NJO dulu bapak ya?	Iya betul saya lantak lantak terus apa yang bisa, yang penting yang sopan sopan walau agak berbelit belit		
27	Dalam seminggu ada sekali tidak pak, dapat orderan bule?	Seminggu sekali ada dapat satu, ada yang ke bandara ada yang carteran juga muter muter kota		
28	Ok pak, kalau begitu terima kasih saya muter muter lagi, terima kasih banyak bapak y	Ok ok sama sama		Closing

Participant 12
Name : Junaidi
Age 40
Address : Aceh Besar
Length time of work 6
Interview location : Masjid raya Baiturrahman

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang, saya adi bang, numpang tanya sedikit boleh bang?	Walaikumsalam, iya boleh		Responding to greetings
2.	Bang, kalau di kawasan masjid raya ini, sering datang turis tidak bang? kayak orang orang bule gitu?	Kalau masjid raya, jarang, di ulee lھے yang ada, seperti pelabuhan, lhoknga di pante pante lah, karena mereka kan tetap mau kesana		
3	Oh berarti untuk yang dasar- dasar gitu bisa bapak y?	Untuk yang dasar dasar bisa	M	Participant said that he could understand and comprehend basic English.
4	Itu bapak belajar bahasa inggris nya itu gimana itu pak?	dari sekolah dulu	B1	Participant said that he had attended formal school
5	Oh jadi dari sekolah abang dulu?	iya, saya tukang becak sama sales, saya salesman dulu		
6	Berarti abang belajar bahasa inggris disitu juga atau bagaimana?	Iya, belajar sedikit sedikit lah	A2	The respondent stated that he was self-taught.
7	Atau ada pendidikan formal abangnya?	Geser dulu ada bus mau mampir		

No	Question	Answers	Coding	Description
8	Untuk pendidikan formal dulu abang di sma atau ada sekolah lanjutan?	Di SMA	B1	Participant said that he had attended formal high school.
9	Berarti adalah belajar bahasa inggris di sma dulu bang ya?	Ada	B1	Participant said that he had attended formal high school.
10	Sudah berapa tahun jadi supir becak pak?	Saya tukang becak sudah 6 tahun		
11	Usia abang, berapa sekarang?	Saya sudah 40		Age
12	Nama abangnya siapa?	Junaidi		Name of Participant
13	Selain dengan bule dengan kawan kawan ada ngomong bahasa inggris tidak bang?	Tidak ada, kalo sama kawan kawan pake bahasa daerah masing masing biasanya		
14	Kalau ngomong bahasa inggris kadang masih suka bercampur dengan bahasa indonesia tidak pak?	Masih, kalau yang tidak saya ingat, itu suka bercampur pake bahasa indonesia	A3	The English that the participants use is mixed with everyday language.
15	Apa ada yang memakai bahasa isyarat gitu pak, seperti tunjuk tunjuk atau menunjukan gambar misalnya?	Sering, kadang di tunjukan gambar atau foto hotel di hp atau kertas itu	C2,C3	The participant stated that he used visuals in the form of pictures and gestures to help communicate with tourists.

No	Question	Answers	Coding	Description
16	Kalau dari pihak dinas ada melakukan pelatihan-pelatihan untuk bahasa inggris tidak pak?	Tidak ada, saya izin pamit dulu, ada penumpang ini		
17	Baik pak, terima kasih atas waktu nya	iya		Closing

Participant **13**
Name **: Fauzan**
Age **43**
Address **: Banda Aceh**
Length time of work **: 5 tahun**
Interview location **: Masjid Raya Baiturrahman**

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang, saya adi bang, numpang tanya sedikit boleh bang?	Waalaikumsalam , boleh		Responding to greetings
2.	Ini bang kalau di masjid raya ini apa pernah datang atau dapat orderan dari bule atau wisatawan asing gitu?	Tidak ada	DM	The participant stated that he had never received orders from foreign tourists
3	Kalau ada turis bule, bapak biasanya ambil tidak pak?	Bule? belum pernah		
4	Oh belum, tapi kalau ada bule bule lewat seperti itu apakah tidak bapak panggil?	Panggil kadang		The respondent said that he still offers services to foreign tourists
5	Bapak sudah berapa lama nare becak ?	5 tahun		For a long time the respondent worked as a pedicab driver
6	Usia bapak sekarang berapa?	Umur ? 43	A1	age
7	Oh berarti becak sudah selama lima tahun bapak ya?	iya		For a long time the respondent worked as a pedicab driver

No	Question	Answers	Coding	Description
8	Ok pak, mau tanya tanya itu saja dulu, nama bapak siapa?	fauzan		Name of respondent
9	Fauzan bapak ya, ok makasih bapak ya	ok		Closing

Participant 14

Name : Husaini

Age 55

Address : Aceh Besar

Length time of work25

Interview location : Masjid Raya Baiturrahman

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang, saya adi bang, numpang tanya sedikit boleh bang?	Waalaikumsalam		Responding to greetings
2.	Bang, kalau di kawasan masjid raya ini, sering datang turis tidak bang? kayak orang orang bule gitu?	Ada ada, tapi tidak boleh masuk ke dalam		
3	Kalau ada turis bule, bapak biasanya tetap tawari becak gitu pak?	Ada yang nawarin becak, ada yang tidak	C1	The participant stated that he initiated conversations with tourists by offering them services
4	Oh kalau bapak pribadi? biasanya?	Ada juga saya tawarin		
5	Oh ada juga turis turis gitu bapak ya, berarti bapak bisa bahasa inggris bapak ya?	Tidak bisa	DM	The participant said that he could not communicate in English fluently

No	Question	Answers	Coding	Description
6	Oh tidak bisa bapak nya, jadi bagaimana juga untuk komunikasi harga dan lokasi segala macam?	Kalau saya kalo ada orang seperti bulek bulek itu, untuk ongkosnya misalnya 50 saya kasih tunjuk uang lima puluh		
7	Oh bapak kasih tunjuk uang? lima puluh gitu bapak ya? kalau untuk lokasi?	Untuk lokasi kan ada itu dari hp orang itu yang bisa berbahasa indonesia	C3	The respondent stated that he used virtual tools such as a cellphone to help communicate with foreign tourists
8	Oh pake google translate dari hp mereka, ataupun kasih nampak gambar gitu bapak ya ?	Iya, kalau tahu kita bilang tahu, kalau tidak ya kita bilang tidak		
9	Oh berarti bapak bisanya yang dasar dasar gitu bapak ya, kayak money uang gitu pak ya?	iya	M	The respondent said that he could only understand a little English
10	Sudah berapa lama bapak narik becak nya pak?	Dari tahun 98		For a long time the respondent worked as a pedicab driver
11	98 berarti sudah 25 tahun, seusia saya hahaha, usia bapak berapa sekarang ?	lima puluh lebih, 55 lah		
12	Oh sudah lama juga, asli sini pak?	Asli sigli, sekarang tinggal di neuhen, jalan ke lhong raya sana		
13	Oh ya ya ya , untuk yang sama sama driver becak itu gimana pak? ada yang bisa bahasa inggris juga? atau....	Ada , ada yang bisa , ada yang tidak		Participants stated that some of the pedicab drivers there could understand English

No	Question	Answers	Coding	Description
14	Oh ya, tapi mereka kalau turis turis itu tetap terima bapak ya?	Terima, yang bisa bahasa inggris jadi gampang dia untuk harga nya kan bisa orang itu, kalau naik pun bisa komunikasi bahasa, kalau kita kan tidak bisa, yang bisa bahasa inggris lebih gampang dia mendapatkan orang itu	A4	Respondents stated the advantage of being able to master a foreign language
15	Oh kalau kita tidak bisa , berarti lebih terbatas bapak ya?	Iya lebih terbatas,		
16	Paling kayak lokasi gitu bapak ya?	Iya , kadang kadang kita dapat turis yang sudah bisa bahasa indonesia		
17	Oh yang sudah bercampur campur bahasa indonesia sedikit bapak ya?	iya	A3	Languages are still mixed
18	Tapi kalau ada turis lewat tetap kita tawarin becak pak kan? becak becak gitu!	Iya (menggerakkan tangan memanggil manggil) becak becak	C1,C2	The respondent stated that he offered services to tourists by calling and gesturing
19	Oh berarti pake isyarat bapak ya?	Betul hahaha, kalau orang itu tidak bisa bahasa paling gini gini aja (menggerakkan tangan memanggil dan menolak)		
20	Kalau dari pihak dinas dinas gitu apa ada melakukan pelatihan gitu gak pak untuk supir supir becak?	Kalau dulu ada, tapi saya tidak pernah ikut!		The respondent stated that the department had held training but he did not participate

No	Question	Answers	Coding	Description
21	Oh berarti dulu ada bapak ya?	Ada baru baru tsunami gitu		training class
22	2004 berarti dulu pak ya? sudah lama kali berarti bapak ya, kalau sekarang sudah tidak ada lagi bapak ya?	Iya, kalo sekarang udah jarang, kita kebandadara saja sudah jarang sekarang, karena ke bandara sekarang kalau tidak ada kartu itu tidak bisa masuk		
23	Oh tidak bisa masuk!, ke pelabuhan ulee lھےe gitu juga bapak ya, tidak bisa masuk?	Pelabuhan ulee lھےe gitu juga, kalau tidak ada kartu tidak bisa masuk, kalau kita bayar kartu orang tu kan dua ribu sampai empat ribu untuk mereka		
24	Ok pak, makasih bapak ya, izin muter muter lagi	yok		
25	Nama bapak siapa tadi ?	Husaini		Name of Participant
26	Ok baik, terima kasih bapak husaini	Iya sama sama		Closing

Participant 15
Name : Putra
Age 50
Address : Banda Aceh
Length time of work 11
Interview location : Masjid raya Baiturrahman

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang, saya adi bang, numpang tanya sedikit boleh bang?	Walaikumsalam, iya boleh		Responding to greetings
2.	Bahasa indonesia aja bang ya, ini kan kawasan masjid raya bang kan, ada tidak kadang kadang dapat orderan dari turis bule gitu?	Selama ini jarang		The respondent said that he rarely interacted with tourists so far
3	Oh selama ini jarang, kalau dulu Berarti sering bapak?	Enggak , enggak ada juga, dia di daerah peunayong biasanya		
4	Oh daerah peunayong biasanya? walaupun disini daerah masjid raya, biasa tempat wisata kan? abang pernah tidak dapat turis gitu, kayak bule gitu!	Tidak pernah		
5	Oh tidak pernah abangnya ya, tapi kalau ada turis atau bule abang tetap panggil? atau gimana?	Panggil....	DM, C1	The participant stated that he still offers services to tourists by calling (verbally)
6	Oh tetap tawarin gitu bang ya, Oh nanti kalau seandainya bahasa gimana juga itu bang?	Kan mereka ada yang bisa bahasa indonesia juga		

No	Question	Answers	Coding	Description
7	Oh ada beberapa yang bisa bahasa indonesia bang ya!	Lebih jelas dia kalo bahasa indonesia		
8	Oh berarti kalo mereka udah keluar itu, berarti sudah pasti bisa bahasa indonesia kesini bang ya, atau kadang kadang mereka ada tunjukan hp gitu bang untuk penerjemah!	Iya, ada juga, rute rute aja	C3	Participants confirmed that sometimes they use cellphones (visual) as a communication tool
9	Oh mereka tunjukan seperti google map bang ya?	Iya, google map		
10	Abang sudah berapa lama bang narik becak nya?	Dari 2012		For a long time, Participant worked as a pedicab driver
11	Usia abang sekarang berapa?	50	A1	Participant's age
12	Oh 50, nama abangya siapa?	Putra		
13	Asli sini abang nya?	Banda aceh		
14	Berarti abang sudah lama bang ya, sudah 10 tahun lebih	Jarang bule sekarang, payah, dari 2023 emang gak pernah dapat!		Participants told their experiences while interacting with tourists
15	Kalo sebelum sebelum nya pernah gitu pak?	Dulu pernah sebelum covid		

No	Question	Answers	Coding	Description
16	Oh sebelum covid, sering?	Iya, sebelum covid		
17	Berarti bapak bisa ngomong sama bule bapak ya?	Dia bisa bahasa indonesia		
18	Pernah tidak pak, dapat yang tidak bisa bahasa indonesia?	Tidak, bahasa indonesia semua kebanyakan		
19	Jadi komunikasi nya lebih gampang bapak ya?	Iya lebih gampang orang itu, emang lancar orang itu, paling nanti tanya peta dia kasih google map aja	C3	Participants stated that they used cellphones (Visual) as a communication tool
20	Dikasih nampak ke kita bang ya?	Iya , ini jalan ini jalan, itu aja, jarang , selama 2023 jarang, emang gak pernah lagi, selama setahun ini habis covid emang gak pernah dapat lagi, kecuali becak peunayong kadang ada, gak tau juga gita		
21	Ok bang, terima kasih mau tanya tanya lagi juga ini, mau mutar mutar lagi, makasih bang ya	Iya , sama sama		Closing

Participant **16**
Name **: Lukman**
Age **61**
Address **: Aceh Besar**
Length time of work **: 4 Tahun**
Interview location **: Barata**

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang, saya adi bang, numpang tanya sedikit boleh bang?	Waalaikumsalam, iya		Responding to greetings
2.	Izin bertanya bang, ini kan kawasan masjid raya bang kan, ada tidak kadang kadang dapat orderan dari turis bule gitu?	Tapi kalau dalam minggu ini tidak jumpa		
3	Minggu ini tidak jumpa?	Tapi kalau dulu dulu pernah		
4	Untuk komunikasinya bagaimana bapak? berarti bapak nya bisa komunikasi atau bisa ngomong gitu sama turis nya ? sama bule?	Tidak bisa	DM	The participant stated that he could not communicate in English
5	Jadi bagaimana juga kalau mereka mau tanya apa atau..	Ada apa, ada orang bawa dia ada juru bicara, orang-orang sini juga	C	Participants stated that they asked for help from a third party to help them communicate
6	Oh ada juru bicara, berarti ada penerjemah nya dia pak ya?	Iya,		
7	Orang penerjemah itu kan biasanya gak ikut naik dia pak kan? ikut naik dia ?	Ikut		

No	Question	Answers	Coding	Description
8	Oh ikut naik, berarti komunikasi nya lebih gampang dia pak ya?	Iya		
9	Misalnya ada turis turis lewat gitu , bapak tetap panggil? tetap bapak tawari becak? misal nya ada bule ini! itu tetap bapak tawari becak ? atau gimana?	Biasanya orang itu kan, datang kemari misalnya nginap di hotel mana, ataupun tinggal di tempat mana dia, udah ada becak di online, sudah duluan ada!		
10	Oh sudah ada pesan becak sendiri dia gitu ya ?	Iya, kalau orang itu yang bawa itu , tukang becak itu bisa bahasa inggris, adik ini dari mana?		
11	Oh tidak pak, ini cuma untuk tugas kuliah, jadi harus turun langsung ke lapangan tanya- tanya langsung ke sopir becak cara berkomunikasi dengan bule!	Seminggu inilah tidak jumpa, biasanya ada disitukan keliling- keliling dia		
12	Karena masjid raya kawasan wisata kan, bapak sudah lama narek becak ?	Iya. sudah, sudah 4 tahunan		For a long time the respondent worked as a pedicab driver
13	Sudah 4 tahun bapak ya, berarti dari 2000 berapa itu pak	Sudah lupa, pokoknya lama nya sudah 4 tahun		
14	Oh 4 tahun, Usia bapak sekarang berapa?	61	A1	Participant's age

No	Question	Answers	Coding	Description
15	61 ? nama bapaknya siapa?	Lukman Husman		Name of Participant
16	Asli sini bapak nya?	Tidak, saya orang masuk kemari dari, saya dari bireuen!		
17	Oh dari bireun bapaknya ya?	Iya, tinggal di gampong bande, memang sudah lama disini, anak- anak tamat kuliah disini		
18	Oh ya ya	Ada tiga becak biasanya disini yang bawa- bawa orang apa itu		Participants shared their experiences interacting with tourists
19	Oh itu langganan berarti? itu berarti mereka sudah pasti bisa bahasa inggris?	Misalnya orang itu sudah pulang kampung, ke negeri sendiri dia, kalau mau ke aceh itu dikasih nya nomor nomor dia, ke tukang becak itu, karena dia bisa bahasa inggris		
20	Oh berarti lebih gampang dapat bulek nya kalau bisa bahasa inggris bapak ya?	Kita memang tidak sekolah, panjang mana bisa!	DM	The participant stated that he could not communicate in English because he did not go to high school
21	Banyak orang-orang biasanya bapak kan, dengar dengar gitu mereka kan, setelah itu langsung praktek praktek gitu	Ini dari kampus mana dek?		

No	Question	Answers	Coding	Description
22	Gimana?	Kampung mana tinggal?		
23	Saya di batoh bapak, baru juga karena di banda kuliah istilah	Dasar nya?		
24	Aceh jaya	Oh Aceh jaya		
25	Iya, Calang,Ok pak izin tanya - tanya lagi sama supir becak lainya, terima kasih bapak ya	Iya sama sama		Closing

Participant 17
Name : Syukri
Age 63
Address : Keutapang
Length time of work : 40 Tahun
Interview location : Barata

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang, saya adi bang, numpang tanya sedikit boleh bang?	Walaikumsalam		Responding to greetings
2.	Izin bertanya pak, ini kan kawasan masjid raya bang kan, ada tidak kadang kadang dapat orderan dari turis bule gitu?	Jarang		
3	Oh tapi kalau mereka lewat, tetap bapak tawari becak, biasanya kan di panggil gitu, becak- becak	Kalau ada mereka kita panggil,tapi banyak yang tidak	C1,C2	The participant said that he offered services to tourists by calling (verbally) and using sign language
4	Oh tidak ? ha ha ha	Biasanya jalan kaki kan, kita pangilin, hey friends gitu kan, yang tahu kan kita cuma friends gitu kan (mengisyaratkan gerakan tangan menolak)		
5	Oh, bahasa isyarat bearti bapak ya?	iya	C2	The participant confirmed that he used sign language to help him communicate

No	Question	Answers	Coding	Description
6	Bapak asli orang sini?	iya		
7	Dimana bapak?	Di keutapang		
8	narek becak nya sudah berapa lama pak?	40 ada		For a long time, Participant worked as a pedicab driver
9	4 tahun?	40 tahun		
10	40 tahun?	iya, emang orang asli sini		
11	Oh orang asli sini berarti bapak nya	iya		
12	Usia bapak sekarang berapa?	Sekarang ? 60 lebih sekitar 63	A1	Participant's age
13	Sudah lama juga berarti bapak ya?jadi kalau untuk komunikasinya bagaimana biasanya dengan mereka bapak!	Itu biasanya mereka kasih nampak hp nya	C3	Participants said that they used cellphones (Visual) as a communication tool
14	Oh berarti untuk komunikasinya dari hp ataupun penerjemah bapak ya?	iya,		

No	Question	Answers	Coding	Description
15	Ok pak baik, nama bapak siapa tadi sebelumnya?	Syukri		Name of Participant
16	Baik bapak syukri terimakasih atas waktu nya, izin saya tanya tanya lagi ke supir becak lainnya, terima kasih bapak ya	Iya, sama sama		Closing
17	Assalamualaikum pak	Walaikumsalam		

Participant **18**
Name **: Miswar**
Age **41**
Address **: Punge , Banda Aceh**
Length time of work **: 5 Tahun**
Interview location **: Taman sari, Masjid raya**

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang, saya adi bang, numpang tanya sedikit boleh bang?	Walaikumsalam		Responding to greetings
2.	Izin bertanya pak, ini kan kawasan masjid raya bang kan, ada tidak kadang kadang dapat orderan dari turis bule gitu?	Ada, tapi jarang itu bang		

No	Question	Answers	Coding	Description
3	Oh jarang bang ya	Iya jarang, sesekali ada masuk bule		
4	Mereka sering naik becak, atau jalan jalan saja mereka itu bang?	Jalan jalan aja mereka, kalau dulu naik becak orang itu,iya. sekarang jalan- jalan aja orang itu, jalan kaki orang itu, dulu naik becak!		
5	Abang pernah dapat turis bule atau gimana?	Pernah dulu,Tapi udah lama ya kan!		The participant stated that he received orders from foreign tourists
6	Berarti untuk komunikasi nya bagaimana?	Maksudnya?		
7	Abang ini berarti bisa bahasa inggris juga?	Gak bisa!Pande bahasa indonesia juga orang itu kadang	DM	The participant said that he could not communicate in English
8	O, jadi ada beberapa yang bisa bahasa indonesia juga?	Iya, Ada yang pande bahasa indonesia!		
9	Pernah dapat yang bahasa indonesia nya itu hancur tidak bang? yang cuma tahu terimakasih gitu! ha ha ha	Iya, kadang kadang ada juga, sesekali ada juga kek gitu dapat		
10	Jadi itu bagaimana juga bang, untuk masalah lokasi, harga itu bagaimana juga kalau bahasa indonesia nya hancur?	Melalui hp orang itu	C3	Participants said that they used cellphones as a communication tool

No	Question	Answers	Coding	Description
11	Oh kasih nampak Hp?	Iya , kasih nampak Hp, ni jalan jalan nya kan, ada orang itu di hp orang itu!		
12	Oh berarti kita tinggal ikuti arah hp aja?	Iya mengikuti arah hp		
13	Berarti abang kalo ada bulek kek gitu tetap abang panggil bang ya? tetap abang tawarin?	Tetap tawarin, kadang panggil juga kadang, tapi banyak yang jalan aja orang itu, jalan kaki mereka	C1	The respondent stated that he offered services by calling foreign tourists
14	Rata-rata memang backpacker yang jalan - jalan mereka!	Iya kek ke museum itu mereka, ke taman sari ini		
15	Abang sudah lama narek becak nya?	Udah bang, sudah 5 tahun ada bang!		For a long time the respondent worked as a pedicab driver
16	5 tahun? Usia abang sekarang berapa?	41		
17	41 ? 5 tahun berarti sudah bang ya ?	iya		
18	Nama abang siapa? lupa tanya tadi	Miswar		
19	Oh bang Miswar	Asli medan aku		

No	Question	Answers	Coding	Description
20	Oh Asli medan	Iya, Istri orang aceh aku, istri orang sini		
21	Oh berarti abang tinggal disini sekarang? tinggal dimananya?	Disini, di Punge		
22	Oh ya ya, Berarti akhir akhir ini sudah mulai sepi turis turis kek gitu bang ya?	Iya, sudah sepi, dulu rame kali orang itu bang, kalau dulu iya, rame orang itu, kalo sekarang udah jarang, kalau ada pun satu satu dua orang itu jalan kaki!		Respondents shared their experiences interacting with tourists
23	Oh, itupun kalau jalan kaki, jarang naik becak mereka ya?	Jarang juga, kecuali sudah di paksa kali		
24	Oh ha ha ha di paksa kali	Kalau sudah capek kali, baru naik mereka, perlu cepat sedikit ke pelabuhan orang itu, ke pelabuhan ulee lheue , kadang ke sabang orang itu!		
25	Berarti rata rata kesana mereka kalau naik becak bang ya?	Iya, Ke sana orang itu, kesabang		
26	Ok bang, kalau begitu, izin mau tanya tanya dengan yang lain,makasih bang ya	Iya iya iya sama sama		Closing

Participant **19**
Name **: Zulkifli**
Age **60**
Address **: Peuniti, Banda Aceh**
Length time of work **: 34 Tahun**
Interview location **: Taman sari**

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang, saya adi bang, numpang tanya sedikit boleh bang?	Walaikumsalam		Responding to greetings
2.	Izin bertanya pak, ini kan kawasan masjid raya bang kan, ada tidak kadang kadang dapat orderan dari turis bule gitu?	Kemari ? di kawasan ini? ada		
3	Oh ada bapak ya,Oh berarti bapak nya bisa berkomunikasi dengan turis nya juga?	Bisa sedikit sedikit, seperti bilang mau kemana, tapi kalau ngomong-ngomong gak pande	M	The participant said that he could communicate with tourists but not fluently
4	Oh kalo ngomong-ngomong gitu kurang, tapi langsung to the point kayak misalnya tujuan nya mau kemana gitu?	Iya, kayak nya mau kemana	C1	The participant confirmed that he could only speak simply
5	Kalau untuk masalah harga-harga? gitu gimana juga bapak?	Kita kasih nampak itu, hp, kadang kadang kita kasih nampak duet	C3	The participant stated that he uses cell phones and other visuals such as money to help communicate
6	Oh kalau duet misalnya langsung kasih nampak 50 ribu seperti itu?	Iya, lima puluh ribu		

No	Question	Answers	Coding	Description
7	Oh gitu, Bapak sudah lama narek becak nya?	Sudah dari 89		For a long time the respondent worked as a pedicab driver
8	Dari 89, belum lahir saya bapak ha ha ha, bapak nya usia berapa sekarang ?	Sekarang 60	A1	Participant's age
9	Oh sudah 60 , bapak nya asli sini ?	Asli sini		
10	Dimananya bapak?	Peuniti		
11	Oh peuniti, berarti bapak kalau ada turis lewat itu tetap bapak panggil tetap bapak tawari bapak ya?	Panggil, tapi cakap-cakap tidak pande	C1	The participant said that he still called tourists to offer services, but was not fluent in making a conversation
12	Oh berarti yang dasar dasar aja gitu ya, kayak harga, tujuan gitu bapak ya, berarti lebih menggunakan bahasa isyarat bapak ya?	Isyarat aja	C2	The participant said that he used non-verbal strategies in the form of sign language such as gestures to help communicate with tourists
13	Tapi mereka paham ya , rata- rata walau agak sulit ya!	Ya paham,di bilang sama dia berapa duit nya, kita kasih nampak terus	C3	Participants stated they used visual aids such as money to help them communicate
14	Ya ya ya, karena nanti kalau kita pake gerakan jari 3 3 , nanti dikasih tiga ribu	Pernah ada kawan yang seperti itu, di ulee lheu, disini dia bilang 3 , sampai sana bertengkar		

No	Question	Answers	Coding	Description
		habis itu ada juru bahasa yang bilangin di bilang no no no dikasih lagi nanti 30 ribu		
15	Ha ha ha , 3 ribu dapat apa bapak ya?	Itulah , minyak saja tidak dapat , 1 liter 10 ribu		Participants shared their experiences interacting with tourists
16	Ha ha ha ya berdebat lah kita kalau seperti itu!	Iya berdebat,untung ada yang lain lagi yang bisa komunikasi dengan orang itu		
17	Oh ada ada supir becak yang bisa bahasa inggris bapak ya?	Ada memang ada, kalau disini sering ada turis , kalau yang tidak beres-beres di luar saja tidak masuk		
18	Oh yang pake celana pendek atau tidak pakai jilbab gitu ya?	Orang ini jalan- jalan, kayak ke museum, ke rumah aceh ya kan, dari airport itu jalan- jalan orang itu akan, habes tu ingat orang itu di peunayong		
19	Oh di peunayong rata-rata bulek ya?	Di peunayong		
20	Berarti supir- supir becak di peunayong bisalah bahasa inggris bapak ya?	Bisa, bisa, bisa		
21	Oh boleh- boleh, berarti nanti kita coba ke peunayong juga	Bisa bisa, becak becak yang gedek itu, yang gedek gedek, memang pande bahasa inggris dia		

No	Question	Answers	Coding	Description
22	Oh emang handle handle bulek berarti mereka bapak ya?	Iya, kalau lewat lewat bulek, orang itu sapa nanti kan, di ajak ngomong, orang itu memang mangkal di ulee lheule		
23	Oh di ulee lheu bang ya?	Mangkal di ulee orang itu		
24	Ya kan orang- orang bule itu mau kesabang mereka bapak kan?	Ke sabang, Balek nya nanti dia mau jalan- jalan, kemana lampuuk, entah kemana- mana, kita kurang tahu kan! diantar sama orang itu kan, orang bule itu		
25	Karena bisa berkomunikasi jadi lebih gampang dia bapak ya?	Lebih Gampang , ada dua orang itu, pande, memang becak besar- besar	A4	Participants explained the benefits or advantages of being able to speak English
26	Biasa bawa-bawa bulek orang itu bang ya?	Iya kalau orang bule itu, gak mau dia pake atap seperti ini, disuruh buka tutup nya, memang gedek becak nya khusus bawa bule, belakang barang, bulek enak duduk		
27	Oh ya ya, nama bapaknya siapa tadi ?	Zulkifli		Name of Participant
28	Usia bapak berapa tadi pak?	Saya 60	A1	responden's age
29	Berarti bang, coba kami tanya- tanya ke peunayong kayak abang bilang bang ya	Oh ya ya, kemari dulu dari masjid raya, nanti langsung ke peunayong terus		Closing

No	Question	Answers	Coding	Description
30	Ok, makasih banyak bang ya	Iya iya sama sama		

Participant 20
Name : Bang li
Age 50
Address : Aceh besar
Length time of work : 5 Tahun
Interview location : Taman sari

No	Question	Answers	Coding	Description
1.	Assalamualaikum bang, saya adi bang, numpang tanya sedikit boleh bang?	Waalaikumsalam		Responding to greetings
2.	Izin bertanya pak, ini kan kawasan masjid raya bang kan, ada tidak kadang kadang dapat orderan dari turis bule gitu?	Kadang kadang ada		
3	Oh ada bapak ya, Oh berarti bapak nya bisa berkomunikasi dengan turis nya juga?	Sedikit- sedikit tapi Tidak terlalu paham	M	The participant said that he was able to communicate but not fluently
4	Kalau untuk masalah harga-harga? gitu gimana juga bapak?	Untuk tujuan biasanya mereka kasih nampak hp, kalau untuk harga bisa kita ketikan di hp atau langsung kasih nampak uangnya	C3	Participants said that they used cellphones and money as tools to communicate with tourists
5	Oh misalnya kasih nampak uang lima puluh ribu gitu bapak ya	Iya, kalau 10 ribu kasih nampak uang 10 ribu		
6	Oh gitu, Bapak sudah lama narek becak nya?	Sekitar 5 tahun		Participant has been working as a tourist for a long time
7	Usia abang berapa sekarang?	Usia saya sudah 50	A1	Respondent's age

No	Question	Answers	Coding	Description
8	Berarti bapak kalau ada turis turis lewat itu tetap bapak panggil tetap bapak tawari bapak ya?	Tetap saya tawari, saya panggil becak becak	C1	The participant said that he still offers services to tourists by calling (Verbal)
9	Oh ya ya, nama abang siapa tadi ?	Bang li		Name of Participant
10	Ok kalau begitu, Terimakasih bang li, saya izin dulu mau tanya tanya yang lain dulu	Ya baik sama- sama		closing

APPENDIX

1. Interview Location in Ulee Lheu Port



2. Interview Location in Tsunami Museum



3. Interview Location in Baiturrahman Grand Mosque





4. Interview Location in Taman Sari





5. In The Road

