AN ANALYSIS OF TRANSACTIONAL AND INTERACTIONAL ENGLISH SPEAKING USED BY WORKING STUDENTS IN THE WORK ENVIRONMENT

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ABSTRACT

This study aims to analyse the transactional and interactional English spoken communication utilised by university students working in a professional environment. Effective communication is crucial for human interaction and societal development. This qualitative research study examines the significance of oral communication skills for working university students. Eight interviewees, consisting of eighth-semester students engaged in occupations such as entrepreneurship, administration, banking, marketing, and sales, were purposefully selected. Through in-depth interviews, the study explores the importance of communication as both an interactive and transactional tool, enabling effective socialization and achieving desired outcomes. The findings indicate that speaking performance varies based on one's role and responsibilities. By understanding real-life scenarios, individuals can enhance their word selection, mitigate miscommunication, and navigate cultural differences. This study highlights the relevance of oral communication skills in the professional environment and offers valuable insights for improving professional communication among university students.

Keywords: *transactional English speaking, interactional English speaking, university students, work environment, oral communication skills*

INTRODUCTION

English has been declared an international language because it is used in various aspects of life in business, politics, education, and entertainment. Viewing the vital aspect of English, one should be able to master English to participate in global competition in any field. One of the Indonesian government's efforts to improve English proficiency is introducing English early in formal educational institutions. Furthermore, some countries in the world also make English a second language to conduct trade with other countries whose English is the formal medium of communication and transaction. That means learning English is an important thing that must be introduced early so that learners can communicate well because English now provides opportunities for learners to access the world.

Moreover, Fitriana (2012) defined communication as understanding and expressing information, thoughts, and feelings and developing science, technology, and culture using language. In order to achieve this objective, there are four skills of communication aspects of English, namely listening, speaking, reading, and writing. Factually, English is widely spoken around the world, there is a need for learners to acquire communication skills to succeed in the field of work or education.

The critical function of English communication is emphasized by Rao (2019), who stated that speaking is the most critical skill among the four language skills to communicate well in this increasingly globalized world. Rao claims that speaking is the most critical in use for communication. Through speaking, people express their ideas and feelings to others. Despite

the claim, the four language skills certainly have an equal important role that a person must have in focus communication, both in conveying information, solving problems, and providing feedback.

In focus on speaking skills, there are many aspects and functions to be discussed. Speaking skills are essential in communication, both in personal and professional life. In personal life, speaking is crucial for building and maintaining relationships with family and friends, resolving conflicts, and expressing love and appreciation. In professional life, for example, in the work environment, effective communication is an essential aspect of the working environment.

Ambar said that Interactional Communication is mainly used for social interaction, such as small talk and conversation. It creates a positive atmosphere and a comfort zone for people who may not know each other. However, transactional activities can be considered a series of individual movements or functions that, when combined, create a 'script.' For example, when an employee communicates with a customer to resolve an issue, the communication is transactional, as the goal is to resolve the problem as quickly and effectively as possible (Richards, 2014). Both forms of communication are crucial in the work environment, and understanding their role and impact on work outcomes is essential.

To be more specific, there is previous study which investigated in the same field written by Siumarlata (2017), Julio & Contreas (2018), and Wardyaningrum and Hutomo (2022). Although many previous studies have focused on speaking communication in transactional and interactional models, there are still insufficient studies regarding the use of transactional and interactional communication in the work environment. In this sense, this study is then designed to highlight an overview of how Politeknik Tonggak Equator (POLTEQ) students, especially those currently working, use oral communication in terms of transactional and interactional communication in the work environment. The writer believes there must be a gap between the two topics in question and there is an urge to explore this phenomenon to understand better how the students use their English skills.

Based on the description above, communication skills, particularly speaking skills, are essential for effective communication in both personal and professional life. Therefore, this study aims to provide an overview of how Politeknik Tonggak Equator (Polteq) students use spoken communication in terms of transactional and interactional in the work environments, which can contribute to developing knowledge and theory for future researchers. The writer will conduct this proposed research titled An Analysis of Transactional and Interactional English Speaking Used by Working Students in Work Environment.

From the explanation above, the problems of this study are:

1. What are the transactional skills of the communications model used by the students in their work environment?

2. What are the interactional skills of communications model used by the students in their work environment?

The scope of this study includes a focus on English, a focus on final semester students of Politeknik Tonggak Equator (POLTEQ) and a focus on the types of oral communication in transactional and interactional English.

In the analysis of this theory, the writer put forward the theories related to this research.

LITERATURE REVIEW
Definition of Communication

Humans need communication. Everyone communicates to socialize. If both parties understand the message, communication will go smoothly. Good communication requires communication skills. Widiastuti (2013) defines communication as a social process that uses signs to understand the world. Iksan et al. (2012) state that interviewers will test

communication skills, especially during the job search. Communication is essential in all aspects of life, especially at work.

A simple communication model shows the relationship between communication components. Many experts create three communication models. Hariyanto (2021) describes the communication models.

1. Linear communication model

    Linear (Wenburg and Wilmot): This model defines communication as sending a message from a source to a receiver over a channel. Messages are information sent without response.

2. Transactional communication model

    Barnlund Transactional Communica-tion Model: Communication is a complex transactional process in this model. Communication in this model involves mutual influence, interdependence, and understanding.

3. Interactional Communication Model

    Interaction or Two-Way Communication Model (Osgood and Schramm) This model emphasizes the interaction and response between the sender and receiver of the message. Communication is a process of mutual information and understanding within a specific situational context.

This study is to find out more about two of the three communication models used by POLTEQ students in the work environment. The writer chose Transactional and Interactional as the object of research because the nature of communication can be defined as an interaction between two or more individuals, with all parties involved acting as senders and receivers of information. Communication allows people to know and convey information about what they need and want, as well as share opinions, ideas, and emotions. Ineffective communication can cause both the speaker and the listener to become unsure, resulting in a decreased discussion outcome.

Transactional Communication Model

The transactional communication model was first developed by Barnlund in 1970. Barnlund (1970) states that this model shows how messages are sent and received repeatedly during communication. Transactional communication is a two-way street: both sender and receiver are responsible for how the message is received and how well it works, Further, The definition is supported by Richards (2014), who states that transactional activities can be thought of as a series of individual moves or functions that, when combined, create a 'script.' Effective transactional communication requires clear and concise messages, active listening, and a willingness to negotiate and compromise when necessary. It is an essential aspect of many professional transactions and can help ensure that tasks are completed efficiently and successfully.

Transactional communications have many forms in daily life. The model of communication is effectively used for different occasions and purposes. Examples of transactional communication, according to Siumarlata (2017) as follows.

1. Ordering food from the menu in the restaurant
2. Making a telephone call to obtain a hotel reservation
3. Asking someone for directions on the street
4. Discussing needed repairs to a cell phone with a technician

Richard (2015, as cited by Julio and Contreas, 2018) further elaborate the transactional communication in practical matters. The model of transactional model is separated into features and skills. Some of the skills involved in talk as transaction, according to Richard (2015):

1. Explaining a need or intention
2. Describing something
3. Confirm and ask for clarifications.
4. Justifying an opinion

5. Making Suggestions
6. Clarifying understanding
7. Agreeing and disagreeing

In the transactional communication model, communication is considered to have occurred when the sender and receiver play alternating roles through communication acts. This model describes the sender sharing a message or forwarding a message to the receiver. When the message arrives at the receiver, the receiver can provide clear feedback that allows the sender to know if the message was understood as intended by the sender. If the message is not received as intended by the sender, then communication will continue until both parties discover the true meaning.

Interactional Communication Model

The interactional model was developed by Schramm in 1954. Schramm (1954) said that Interactional Model is based on the idea that communication between communi-cators goes both ways. In other words, communication goes both ways: from the sender to the receiver and from the receiver to the sender. Furthermore, in this sense, Richard (2014) remarked that interactional communication refers to communication that is mainly used for social interaction, such as small talk and conversation, and it serves to create a positive atmosphere and a comfort zone between people who may not know each other at all. Effective interactional communication also involves being able to express oneself clearly and assertively while still being respectful of others. By practicing good communication skills, individuals can strengthen their relationships, build trust, and Interactional communications have many Forms in daily life. The model of communication is effectively used for different occasions and purposes examples of interactional communication according to Siumarlata (2017), are as follows.
1. Greeting the people around you
2. Small talk with people
3. Giving praise to people
4. Recount a recent experience

Richard (2015, as cited by Julio and Contreas, 2018) further elaborate the interactional communication in practical matters. The model of the interactional model is separated into features and skills. Some of the skills involved in talk as interaction, according to Richard (2015):
1. Opening and closing conversation
2. Choosing topics – Making small talk
3. Recounting personal incidents and experiences
4. Turn-taking
5. Using adjacency-pair
6. Interrupting
7. Reacting to others

Interactional communication is the process of exchanging messages between two or more people to build and maintain social relationships. It involves verbal and nonverbal communication and various social cues, such as tone of voice, facial expressions, and body language. A critical aspect of interactional communication is listening actively and responding appropriately to others. This includes understanding their perspective, showing empathy, and asking questions to clarify misunderstandings.

METHODOLOGY

This study used qualitative case study research. Qualitative research explores social issues and human meaning, according to Creswell (2014). Sugiyono (2021) called it a qualitative

method because it uses natural conditions and collects and analyses qualitative data. This study uses a qualitative approach to observe subjects' feelings and understanding of transactional and interactional work environments. The case study method is also useful for understanding an intriguing problem, event, or phenomenon in a natural, real-world context. Case studies are used to understand complex problems in real life, according to Crowe et al. (2011). The transactional and interactional communication used by students in administration, digital marketing, customer service, and marketing or sales will be studied using a qualitative case study method. Pontianak hosts this study. Face-to-face interviews in a comfortable setting will conduct the research. On Jalan Fatimah, number 1-2, Politeknik Tonggak Equator. Preparing the proposal project from February to March 2023, followed by the proposal seminar, will conduct the study.

This study uses purposive sampling. Qualitative research uses purposive sampling to choose study participants. Purposive sampling (judgmental sampling) is useful in certain situations, according to Neuman et al. (2014). Cohen et al. (2018) added that qualitative research requires purposeful sampling. The writer can select topic-savvy participants and collect rich, detailed data relevant to the research questions using this method. This method can also ensure a diverse sample with different perspectives and experiences. Purposive sampling gives the writer deep insights and rich data on workplace transactional and interactional communication. This study involves eight Politeknik Tonggak Equator students, particularly final-year workers. The writer chose final year students because several have enough work experience for research. Research subjects:
1. Two Bankers
2. Two Entrepreneurs
3. Two marketing/sales people
4. Two Admins

The subjects for this study were chosen based on the observation of the Students and Academic Division at Polteq (BAAK) that most students work in sales, admin, banking, or entrepreneurship. Many POLTEQ students work in these three fields, as observed. The sender-receiver conversation context also affects the communication model. Thus, the subjects were chosen to enable a comprehensive analysis of communication styles and contexts in the four occupational fields.

Primary data was data taken from the subjects of this study. Regarding that, Sugiyono (2021) mentioned the technique of data collecting called an interview. It was explained that interviews provided researchers with a means of gaining a deeper understanding of how participants interpreted situations or phenomena than could be obtained through observation alone. In this research, interviews obtained information from the participants that helped answer the research questions. This way of getting information was based on self-reporting or at least what a person knew and thought. In this interview, the writer took eight final semester students of Politeknik Tonggak Equator, Pontianak, who were working in the specified field.

In this study, interviews obtained information from the participants that helped answer the research questions. This way of getting information is based on self-reporting or at least what a person knows and thinks. The purpose of the interviews was to find out what communication models the students used. The duration of each interview was between 15 and 20 minutes. The interviews were semi-structured and consisted of open-ended questions, which allowed the interviewees to express their opinions and motivations freely.

A qualitative approach using the case study method can provide valuable insights into complex phenomena. The validity of qualitative case studies can be assessed by ensuring that research questions are aligned with research objectives, appropriate data collection methods, and interpretation of findings consistent with the data. In this sense, Sugiyono (2021) theorized

that credibility testing is one way to ensure that a qualitative study is valid. Sugiyono also said that the writer could also increase the validity of the research by using techniques such as triangulation (the act of using multiple data, sources, research, and interviews), member checking, and peer checking to show that this research is valid and reliable. One way to increase the validity of case studies is to use multiple data sources, such as interviews, observations, and documents, to triangulate findings and provide a more comprehensive understanding of transactional and interactional communication.

Reliability in qualitative case studies can be built using clear and systematic procedures for data collection and analysis. " Reliability is a general term for dependability, consistency, and replicability over time, across instruments and groups of respondents." (Cohen et al, 2018, p. 268). Researchers should document the steps taken during the study and ensure they can be replicated. In addition, researchers can improve the reliability of research by using multiple data sources and analysing data consistently and rigorously. This study used a qualitative approach with a case study method. According to Miles and Huberman (1984, as cited in Sugiyono 2021), activities in qualitative data analysis were carried out interactively and occurred continuously until completion to ensure data saturation.

FINDINGS AND DISCUSSION
All eight interviews were conducted face-to-face, with the writer managing to gather all interviewees within a two-month period while writing this article. The interviewees were chosen by the writer as they are friends, which allowed for a more comfortable questioning process to achieve the research objectives. However, the writer encountered difficulties in setting up interview times due to the busy schedules of both the writer and the interviewees, who had their own tasks and responsibilities as students or employees. Once the interview times were agreed upon, the writer asked the interviewees to fill in a consent form as proof of their willingness to participate in the research. After the interviews, the writer proceeded to translate, edit, and transcribe the interviews. Subsequently, the writer analysed and elaborated on the interview results to write and structure the subsequent discussion. To respect and protect the privacy of the interviewees, they will be referred to by the initials of their names from this point on. This practice is done to foster trust, create a relaxed environment during the interviews, and encourage the interviewees to be open with the writer. It also ensures that information is not misused without the interviewees' consent. The interviews covered employees from various occupations, highlighting the frequency and usage of different oral communication skills in the workplace.

1. Talk as Transaction
   a. Explaining a need or intention
 This skill highlights the exchange of information when individuals articulate their desires, seek help, or express their intentions to achieve a desired outcome. It emphasizes the transactional nature of communication, where participants interact and negotiate to meet their needs or convey their point effectively. All the interviewees considered these skills important. Additionally, JA mentioned that the company she works for encourages employees to communicate in English and find solutions together when facing work-related problems because the owner of the company is from Singapore. Thus, it can be concluded that it is very important to ask for help or explain a need in the work environment, both in serving international customers in the banking sector and in communicating with colleagues and superiors from abroad. English is an important means of communication to meet the needs of foreign customers and to interact with company owners from other countries.
   b. Describing Something
Talk as a transaction, in the context of describing something, refers to the communication process in which individuals convey information or provide explanations about a particular

subject or topic. It involves using language to describe the characteristics, features, or details of something to another person or audience. Through talk as transaction, individuals can effectively convey their ideas, thoughts, and descriptions, facilitating meaningful exchanges of information and promoting effective communication. All the interviewees mentioned that they frequently must explain their products to customers or business partners, particularly when interacting with foreign nationals. JA, for example, stated that using English as a medium of communication enables her to describe or seek explanations from superiors in her job as a rubber exporter. She mentioned how she initially had many communication exchanges with her superiors to understand the rubber export procedure, from the first step to the customs process Moreover, AS, who is an entrepreneur in the gold sector, and SM, who is an entrepreneur in the health and beauty sector, said that they speak English when presenting products to potential customers, especially from foreign countries, as SM and AS said in the interview. In summary, it is evident that all the interviewees rely on English as a verbal communication tool in the workplace, particularly when interacting with foreign nationals. However, they still use their mother tongue as the primary medium of daily communication.

   c.   Confirm and Ask for Clarifications

Talk as transaction, particularly in the context of confirming and seeking clarification, involves actively engaging in conversation to confirm understanding, verify facts or seek further explanation to ensure clarity and accuracy. This form of transactional communication emphasizes the importance of active listening, asking questions, and seeking confirmation to build shared understanding among participants. ILM emphasized the importance of this skill in preventing miscommunication and data entry errors. She mentioned that when something is too complicated or confusing.

      ILM's response aligns with V's, who also stressed the importance of seeking confirmation and details in her role, which involves entering customer information for ticket bookings. AS also shared a similar perspective, mentioning difficulties with pronouncing foreign nationals' names when they visit their shop to purchase gold. AS always confirms everything the customer says to ensure accurate understanding. To summarize, all interviewees agree on the significance and utilisation of this particular skill. Considering their duties and responsibilities, they strive to prevent and minimise mistakes and misunderstandings, especially when serving foreign nationals.

   d.   Justifying Opinion

Talk as transaction, particularly in the context of justifying one's opinion, involves presenting arguments or providing evidence to support one's point of view. When individuals engage in talk as transaction to justify their opinions, they aim to convince others of the truth. In the interview with JA, she said that it is very important to listen to colleagues' opinions first, if she feels that the opinion is not correct, then she will straighten it out and provide clear information to defend her opinion. SM's response also supports JA's perspective. SM acknowledged that everyone holds different opinions on a product, each with its own advantages and disadvantages. As a result, SM strives to maintain a neutral stance and attentively considers arguments presented by business partners. To summarize, while it may be necessary to defend one's opinion, actively listening to the opinions of others is crucial, particularly in cases of disagreement. Providing explanations that strengthen one's standpoint is important to ensure that our viewpoints are well-received by others.

   e.   Making Suggestions

Talk as transaction, in the context of making suggestions, involves the exchange of ideas to propose possible actions or solutions to a problem. When engaging in conversation as a transaction to make suggestions, individuals aim to contribute to the problem-solving, decision-making, or improvement process. All interviewees stated that the ability to give advice is very important. However, the frequency of use varied from one person to another.

ILM mentioned that she applies this skill during customer transactions, specifically when reminding them about the correct use of their account. She said, "Advice typically involves suggesting that the customer should use their account themselves and not let relatives or friends use it to avoid potential misuse" (ILM, customer service, interview, May 11, 2023). Additionally, SM and AS highlighted the significance of these skills in their respective business roles. They explained that they often utilize these skills when serving customers who come to purchase their products. For example, if a customer who is not a native Indonesian uses English to communicate and has already tried one of our products, once they experience its benefits, they are likely to reorder. In contrast, JA, a Logistics admin, rarely encounters the need to suggest products to customers, especially when serving foreign clients, as they specialize in exporting rubber. This skill is primarily utilized by individuals involved in selling various types of products. For those not engaged in product sales, the use of this skill is infrequent, particularly in terms of English-speaking abilities. It is primarily employed when interacting with foreign customers.

    f.   Clarifying Understanding

Talk as transaction, particularly in the context of clarifying understanding, refers to the communicative process of seeking clarification and ensuring mutual understanding between individuals. It involves active listening, asking questions, and providing explanations or examples to ensure that both parties have a clear and accurate understanding of the topic or information being discussed. All interviewees mentioned that they rarely clarify completed tasks unless it is required to report to their supervisors. JA, who works as a logistics admin, utilizes this skill when dealing with overseas customers to confirm their orders. Similarly, while JA clarifies product details with customers, AS clarifies customer statements to avoid any misunderstanding in interpreting English. Interviewees frequently employ this skill to ensure mutual understanding of orders or requests among coworkers and clients, as well as to verify the completion of tasks without any problems. Generally, they noted that these skills are commonly used in everyday communication among coworkers. The use of English for this skill in the workplace is rare unless they are interacting with foreign customers, residents, or business partners.

    g.   Agreeing and Disagreeing

Talk as transaction, particularly in the context of agreeing and disagreeing, refers to the communicative process of expressing agreement or disagreement with someone's ideas, opinions, or statements. When engaging in conversation as transaction to express agreement or disagreement, individuals aim to assert their point of view and contribute to the ongoing discussion. Some interviewees stated that encountering situations where they have to express agreement or disagreement is rare, especially when they have to communicate in English. JA, who works in a company with an overseas boss, mentioned that she tends to agree more often in the situations she encounters. In the majority of cases, I choose to agree rather than disagree. However, if there is a decision from the boss that I disagree with, I would still convey my reasons without undermining their authority (JA, admin logistic, interview, May 16, 2023). ILM mentioned that she would express disagreement only when she feels the need to educate the customer, and she prefers to provide better advice in such cases, she said that "We may disagree with customers when it comes to educating them. However, when it comes to disagreements with coworkers, we prefer to use Bahasa Indonesia" (ILM, customer service, interview, May 11, 2023). In summary, encountering situations that require expressing agreement or disagreement is rare for interviewees, and when they do find themselves in such situations, they do not respond in English. Some interviewees prefer to use Bahasa Indonesia to prevent misunderstandings arising from language differences.

2. Talk as Interaction

    1. Opening and Closing conversations

Opening and closing conversations is an important part of interaction. This creates a friendly atmosphere and starts the conversation off well. On the other hand, closing the conversation is also important to end the interaction politely. By paying attention to how to open and close a good conversation, it can create better communication relationships in every interaction. Based on the interview results, all the interviewees consider the skill of using English in workplace communication to be important. However, they mentioned that in their current workplaces, the use of this skill is still uncommon in daily practice.

In an interview, ILM emphasized the significance of greeting customers as a customer service representative at BCA.JA mentioned that when speaking to a business partner or executive for the first time, she greets and introduces herself respectfully and formally. She adjusts her approach based on the individual she is addressing. FA, a salesman, also mentioned that according to the company's standard operating procedure (SOP), there is a specific greeting they must use to welcome customers at the stores they visit. In conclusion, the use of English in the workplace holds significant value, particularly when interacting with foreign customers or business partners. Although the interviewees recognized the importance of this skill, its usage is still not prevalent in their current workplaces. Therefore, improving English communication skills can provide a significant advantage in fostering better professional relationships and expanding opportunities in the work environment.

2. Choosing Topics – Making small talks

Talk as an interaction, particularly in terms of choosing topics and small talk, refers to the skill of initiating and engaging in casual conversations on a variety of topics. It involves selecting appropriate and interesting subjects that are generally light and non-controversial, such as current events, hobbies, weather, or shared interests. Small talk is highly useful for breaking the ice, initiating conversations with strangers, or maintaining social interaction in both personal and professional settings.

JA mentioned that she rarely engages in small talk in the office because of its professional environment. She stated that avoiding discussions outside of work helps prevent awkward situations. She said, "In the office, we don't really engage in small talk. Everything is quite professional, so if you hear coworkers or superiors conversing outside of work, it's less common."

JA's response raises a valid point. She emphasized maintaining professionalism in the workplace by refraining from discussing non-work-related matters. In contrast, ILM mentioned that making small talk with coworkers in English is very rare. However, when interacting with foreign customers, ILM engages in small talk to foster good relationships.

In conclusion, JA and ILM experience different situations in their respective workplaces. JA prioritizes professionalism and avoids non-work-related conversations, whereas ILM uses small talk as a strategy to maintain good relationships with foreign customers. The other interviewee, on the other hand, mentioned that small talk in English is very rare.

3. Recounting personal incidents and experiences

Talk as an interaction, specifically in terms of recounting personal events and experiences, involves sharing personal stories and anecdotes with others. This form of communication allows individuals to connect on a deeper level, share perspectives, and build empathy. By recounting personal events and experiences, people can foster stronger bonds, create trust, and engage in meaningful conversations.

ILM's response suggests that sharing personal stories with others might be the next step after engaging in small talk. ILM stated, "Personally, if a customer asks how long you've been working here or if you know certain individuals who might be familiar to the customer as well" (ILM, customer service, interview, May 11, 2023).

On the other hand, other interviewees mentioned that sharing personal stories is often done using their native language. V mentioned using English mainly for making jokes with coworkers. V stated, "Not really for personal problems or stories because English is also limited. At most, it's like telling a joke to a friend but never to a customer" (V, admin ticketing, interview, May 16, 2023).

In conclusion, ILM tends to share personal stories in small talk with overseas customers to build better relationships, while V considers sharing personal stories to be more colloquial with coworkers.

4. Turn Taking

Taking turns in a conversation refers to the skill of appropriately sharing and exchanging speaking roles with others. It encourages effective communication by allowing everyone to engage in back-and-forth interaction, contributing to the flow and coherence of the conversation. All interviewees acknowledged the importance of this skill, but they mentioned that they rarely encounter its usage in English. When asked about this skill, ILM responded, "Yes, always using Bahasa Indonesia."

In contrast, CP mentioned that he waits for the customer to finish speaking before continuing with his response. He said, 'I will wait until the customer has finished speaking, and then I reconfirm what was said.'

Similarly, AS stated that she also waits until the customer has finished talking. She believes that interrupting the conversation could lead to misunderstandings or misinterpretations. She said, "I let them finish talking first, just to ensure clarity and avoid any potential miscommunication. For example, if we cut someone off, it could convey a different intention."

To summarize, the interviewed employees understand and appreciate the importance of taking turns when communicating. Lack of understanding and wrong actions make one appear to disrespect the right of others to speak which can lead to being reprimanded and counselled.

5. Using adjacency-pair

Talk as interaction involves the use of adjacency pairs, which refers to the sequential exchange of conversational turns that are usually structured formally or informally. Formal adjacency pairs adhere to established social norms and conventions, such as formal greetings and introductions. On the other hand, informal pairs are more casual and relaxed, often observed in friendly conversations or informal settings.

ILM said that in a meeting with superiors, he would of course use formal language especially in the use of Indonesian, apart from that, speaking English with superiors is something he has never experienced, ILM said "Formally, of course, in a meeting with some officials at the bank, you have to speak formally and more in Indonesian if you are meeting" (ILM, customer service, interview, May 11, 2023).

CP added that when communicating with customers, the level of formality depends on the situation and the individual he is conversing with, aiming to create a relaxed atmosphere. CP said, "It's usually not overly formal but also not too informal, striking a balance between being relaxed and not overly rigid. However, if there are specific rules requiring formality, we follow them. With customers, we often adopt an informal approach to make them feel more comfortable and at ease" (CP, teller, interview, June 8, 2023).

JA also mentioned that the work environment she is in calls for formal language when communicating with others, while KA stated that she speaks formally in formal situations. KA added, "Even though I rarely speak English, when I do, it would depend on the situation. If it's a formal setting, the language used would also be formal" (KA, salesman, interview, June 5, 2023).

In conclusion, whether the interviewees speak formally or casually depends on the environment and situation. It can be observed that they tend to speak casually (at least semi-

formally) with their coworkers or customers to establish a comfortable atmosphere. However, in meetings or similar formal situations, they make an effort to use formal language for communication.

6. Interrupting

Interrupting in the context of speech as interaction refers to the act of cutting off or interrupting someone's speech while they are speaking. This can occur for various reasons, such as seeking clarification, expressing agreement or disagreement, adding additional information, or diverting the conversation. It requires a balance between active participation and respectful listening to ensure effective contributions from all participants. All interviewees expressed their intention to wait until the other person has finished speaking before responding. ILM mentioned that if she were to interrupt someone, she would first apologize to avoid misunderstandings and maintain politeness.

ILM also mentioned that in certain circumstances, such as when a coworker is speaking or interacting with a foreigner, permission may be sought from the customer before interrupting. ILM stated, "If we want to interrupt, we usually ask permission from the customer first before interrupting. We can't just interject" (ILM, customer service, interview, May 11, 2023).

KA and AS shared a similar opinion, indicating that they would wait for the other person to finish speaking and repeat what was said if there were any unclear sentences during the conversation. JA mentioned that she would listen until the end and provide an opinion, if necessary, but if not, she would simply listen. AS stated, 'We let them finish talking first to ensure clarity and avoid cutting them off. If we interrupt, it might convey a different meaning' (AS, entrepreneur, interview, May 16, 2023)

KA expressed, 'So far, I have never interrupted. If there is a situation like that, I would definitely say sorry first or at least wait for them to finish' (KA, salesman, interview, June 5, 2023). JA added, 'We respect what they are chatting about and wait until they finish. If they want an opinion, we provide it. If not, we just listen' (JA, admin logistic, interview, May 16, 2023). It is evident that the interviewees consider interrupting others' conversations as impolite. Interruptions may be used to correct mistakes and maintain conversation focus, but they should be avoided depending on the occasion, situation, type of conversation, and the participants' positions. As mentioned by JA, respecting the other person's speech until they finish what they are saying is an essential step before responding. These skills reflect our nature and character as speakers/listeners, regardless of whether are using English or Indonesian. Paying attention to these aspects is important for everyone.

7. Reacting to Other

Talk as interaction in reaction to others refers to the skill of responding to and expressing one's thoughts and feelings in conversation with others. These skills involve actively listening to what others are saying, understanding their perspectives, and providing appropriate reactions or responses. These skills include showing empathy, offering support or encouragement, asking follow-up questions, and respectfully expressing agreement or disagreement. All interviewees considered that these skills are often experienced especially when serving customers, because all interviewees have similar tasks, namely serving customers. How they serve customers, respond to customer complaints, and how they resolve those complaints. They conveyed all of this during the interview and used the skills when they met with foreign customers. JA, as an admin, added that dealing with customer complaints is a regular part of her responsibilities. The interviewees emphasized the need to respond to these complaints promptly to maintain customer trust in the products being sold. While they may not always be able to fully satisfy every customer's complaint, finding a resolution for each issue is a crucial task for them. Based on the insights shared by SM and JA, it can be inferred that while it may not be possible to fulfil every customer's expectation entirely, the interviewees are committed to finding solutions

to address their concerns. This approach reflects their dedication to providing support and maintaining customer satisfaction, even in challenging situations.

Conclusion

In the working environments and situations of students, most interviewees provided similar answers regarding transactional and interactional speaking skills. It is evident that interaction and transaction communication serve different purposes and exhibit varying levels of engagement. Interaction primarily focuses on breaking the ice and dealing with unfamiliar individuals, without requiring an in-depth understanding of the topic being discussed. Conversely, transactional communication encompasses a broader range of intentions and objectives, in addition to the level of involvement of the parties engaged in the communication. However, the responses from the interviewed students indicate that the use of English in the workplace is infrequent, except when interacting with customers from overseas.

1. Based on the interviews, effective communication skills are essential for working students. The most frequent use of English language skills in the workplace is when transacting with customers from overseas. Transactional conversations require the ability to explain, confirm, justify, advise, and clarify understanding, with limited use of English to express agreement or disagreement. All the above skills are possessed by all working interviewees, especially those whose jobs require them to deal with overseas customers. Two of the students who worked as salesmen said that speaking English was something they rarely did because the customers they met were native to Pontianak and used their mother tongue to communicate.

2. Interactional talk involves opening and closing conversations, choosing topics, sharing personal stories, taking turns speaking, adjusting language formalities, and reacting to others respectfully. While the use of English may be infrequent, understanding and utilizing these communication skills contributes to the successful interaction and handling of tasks in the work environment.

Based on the analysis of this study, there are few suggestions that can be proposed for English learners and future researchers as stated in the following points:

1. This research can also serve as a valuable resource and instructional tool for educators in preparing students to study or work in English-speaking countries and businesses where English usage is prevalent. Additionally, it can guide the translation strategy used in translating cultural terms. The interviewees provided real-world examples in their responses, highlighting the importance of students seeking out and learning from such situations. Simulating daily real-world scenarios can assist students in selecting appropriate and functional words, avoiding misunderstandings, culture shock, and awkward situations, and predicting potential outcomes. As introductory training materials, group simulations and self-study through imitating textbook conversation examples can be utilized. Subsequently, students should learn how to improvise in various situations and conversations. Furthermore, understanding translation strategies for cultural terms (Angelina, Riadi, & Thennoza, 2020) is essential to ensure accurate and meaningful communication. This includes recognizing cultural nuances, idiomatic expressions, and context-specific meanings that may not have direct equivalents in English. By incorporating these translation strategies, educators can better prepare students for effective cross-cultural communication.

2. It is suggested that future researchers should gather more references and refine their interview questions. Future researchers can expand the scope of interviewees with different backgrounds to enhance the analysis. For instance, researchers could target individuals working in environments where English proficiency is crucial. While this study focuses on interviewees who only use English when communicating with foreigners,

future researchers could include those working in companies where English is the primary language. This would provide a richer range of experiences, information, and data for the study.

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