

## CHAPTER IV

### FINDINGS AND DISCUSSION

Based on the previous chapters outlining the theoretical perspectives and the methods of data collection, the results of this study are presented in this chapter. This chapter describes and answers the three major research questions as previously mentioned; 1) *How are learning activities implemented to develop the Hotel Management students' speaking skill?*; 2) *What learning materials do the teachers use to plan and implement their teaching in Hotel Management classrooms at SMKN 57 Jakarta and SMK Jayawisata 2?*; 3) *How do the teachers assess the students' speaking skill?*

The discussion about the second research question encompasses a wide range of the following issues:

- 1) Types of speaking activities used by the teachers
- 2) Teachers' techniques in implementing the speaking activities

*Research Question 1: How are learning activities implemented to develop the Hotel Management students' speaking skill?*

#### **4.1.1 Learning Activities Implemented to Develop the Hotel Management Students' Speaking Skill**

The following findings describe how the two teachers implemented the learning activities in the classrooms including types of the speaking activities and teachers' techniques in implementing the activities.

##### **4.1.1.1 Types of Speaking Activities Used by the Teachers**

Through the student questionnaire, the interview, and classroom observation (by using the low-inference of TALOS), the researcher gained the information concerning the learning activities that the students have experienced in the classroom to promote their speaking skill. The result is shown in table 4.1 and 4.2 below.

Table 4.1: Questionnaire/Survey Result-Learning Activities

Provided by the Teachers in their Teaching Practices (mean scores shown)

Category		Teacher A		Teacher B	
		Frequency	Score	Frequency	Score
Types of Activities	Drill	85	2.74	75	2.20
	Dialogue recitation	47	1.52	63	1.85
	Oral presentation	64	2.06	67	1.97
	Games	52	1.67	34	1
	Prepared speech	31	1	37	1.08
	Free communication	120	3.87	83	2.44

Discussion	86	2.77	131	3.55
Problem solving	69	2.22	36	1.05
Decision making	63	2.03	38	1.11
Information gap	48	1.54	34	1
Jigsaw	31	1	34	1
Role play	152	4.90	137	4.41
Simulation	72	2.32	69	2.02

Scoring: 1 = never, 2 = seldom, 3 = fairly often, 4 = often, 5 = very often

Through observing the classrooms (by using the low-inference TALOS), the researcher gained the information about some speaking activities which were implemented in the classroom by the two teachers, namely: drill, free communication, role play, discussion. Drill was intended to develop students' microskills of speaking, such as: producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and also producing fluent speech at different rates of delivery. Free communication, role play, and discussion were intended to develop the students' macroskills of speaking such as: appropriately accomplishing communicative functions according to situations, participants, goals, and also using appropriate styles, registers, redundancies, pragmatic conventions, conversations rules, interrupting, and other sociolinguistic features in face-to-face conversations.

### ***Speaking Activities of Teacher A***

Table 4.1 which is derived from the questionnaire shows that the speaking activities included in the often category that teacher A used were role play ( $\bar{x}$  =4.90) and free communication ( $\bar{x}$  = 3.87). The two were the most frequently speaking activities that teacher A used in order to develop the students oral communicative competence. As he said in interview session:

*I : Berdasarkan silabus tersebut, jenis kegiatan speaking apa yang Bapak kembangkan dan terapkan di kelas untuk mengembangkan speaking skill siswa?*

*TA :Menerapkannya paling banyak dengan role play ,seperti reservation, handling telephone message, euhh welcoming guest on the phone, bargaining karna kalau semester 2 sudah banyak mengetahui tentang bidang kejuruannya yang mereka rasa berhubungan dengan bahasa Inggris jadi mereka sudah punya gambaran seperti apanya.*

*I : Lalu bagaimana cara Bapak menerapkan role play?*

*TA : Role play itu biasanya diambil dari topik materi yang dijelaskan dulu, misalnya handling telephone message, jadi nanti mereka buat dialog spontan, tidak ditulis, terus tampil di depan kelas, ada yang jadi hotel operator dan yang satunya jadi caller.*

*I : Kalau kegiatan seperti free communication, misalnya tanya jawab antara murid dan guru tentang topik tertentu atau di luar pelajaran , apakah pernah dilakukan di dalam kelas?*

*TA : Oh iya, sering, misalnya sebelum mulai pelajaran saya selalu bertanya “who’s absent today?” terus “why did you come late?” “where have you been?” kalau ada yang telat masuk ke kelas. Saya juga selalu mengajak tiap siswa untuk berdialog menggunakan bahasa Inggris, misalnya saya tanya bagaimana sikap badan ketika mereka di front office, menanyakan komentar siswa mengenai performance mereka di depan kelas, terus juga tentang alasan siswa yang tidak masuk kelas, ya seperti itu.*

*I :Based on the syllabus, what kind of speaking activities that you have developed and implemented in the classroom to promote the students’ speaking skill?*

*TA: I implemented role play activity frequently, with the theme such as reservation, handling telephone message, euhh, welcoming guest on the phone, bargaining because in semester 2 the students have known well*

about certain things in their department which are related to English. So they have had a picture of how the activity would be in their mind.

I : So how did you implement the role play activity in the classroom?

TA : Role play is developed from the learning topic that had been explained before, for example handling telephone message, so they made a dialogue spontaneously, unwritten, then performed it in front of the class, some students took role as a hotel operator and the other as a caller.

I : Have you implemented free communication activity where the teacher and the students had a dialogue about certain topics that were not related to the lesson?

TA : Yes, I did it frequently, for example before the lesson began, I always checked students' attendance by asking "who's absent today?", then if there was a student came late to the class, I asked "why did you come late?" "where have you been?". I also asked each student to have a conversation in English very frequently, for example asking them how their body gesture should have been when they were in front office, students' comments on their performances in front of the class, also having the students explain an absence, the things like that.

(Teacher A, 25<sup>th</sup> May 2012)

The activities included in the fairly often category are drill ( $\bar{x} = 2.74$ ), and discussion ( $\bar{x} = 2.77$ ). As teacher A commented:

*I : Kalau kegiatan diskusi di dalam kelas apakah pernah Bapak lakukan?*

*T : Diskusi, paling diskusi antara saya dan siswa membahas soal di latihan atau dalam dialog, jadi siswa diminta untuk memahami isi dialog. Terus tanya jawab kalau ada yang tidak mereka mengerti.*

*I : Kalau kegiatan drill atau latihan pengucapan kata atau kalimat bahasa Inggris dengan mengikuti pengucapan guru, lalu juga latihan penggunaan struktur bahasa/grammar secara lisan apakah pernah dilakukan?*

*T : Oh itu juga pernah. Memang harus dilatih ya, karena ada beberapa anak yang pengucapannya dikatakan kurang. Jadi saya juga melatih pengucapan mereka.*

I : Have you implemented discussion activity in the classroom?

- T : Yes, I had a discussion with the students about some questions in their exercises or a dialogue, so the students are required to understand what the dialogue is about. Then asking and answering questions if there were some things that they did not understand.
- I : Have you implemented drilling activity where the students practiced pronouncing English words or sentences by repeating after the teacher and also the students practiced using grammatical pattern orally?
- T : Oh, yes, I have implemented those kinds of activities. The students need more practice because there are some students whose pronunciation is low. So automatically, I provide them with pronunciation practice.

(Teacher A, 25<sup>th</sup> May 2012)

The activities included in the low/seldom category are games ( $\bar{x} = 1.67$ ), information gap ( $\bar{x} = 1.54$ ), dialogue recitation ( $\bar{x} = 1.52$ ), decision making ( $\bar{x} = 2.03$ ), oral presentation ( $\bar{x} = 2.06$ ), problem solving ( $\bar{x} = 2.22$ ), and simulation ( $\bar{x} = 2.32$ ). As students of teacher A said:

*I: Kalau presentasi tentang suatu topik di depan kelas pernah dilakukan?*

*S1: Pernah, waktu itu presentasinya tentang deskripsi benda. Jadi kita bikin kelompok terus kita diskusi habis itu kita presentasi di depan kelas buat ngasih tau hasil diskusinya.*

*I: Kalau simulasi? Itu yang mirip dengan role play tapi kamu bawa alat-alat pendukung atau benda untuk tampilnya?*

*S2: Pernah sih waktu semester satu, jadi kita bikin situasi kayak di hotel gitu, bawa peralatannya, terus ada guest'nya yang marah-marah, komplain sama servis hotel.*

I : What about presenting a topic in front of the class?

S1 : I have. Once, the presentation was about description of things. We made a group then had a discussion. After that, we presented the result in front of the class.

I : What about simulation? The one that is similar to role play but you have to bring the props to perform?

S2 : We had it in semester one, so we made the setting like in a hotel, brought the props, then there was an angry guest complaining for the hotel service.

(Students of Teacher A, 25<sup>th</sup> May 2012)

The activities that teacher A never used were prepared speech ( $\bar{x} = 1$ ), and jigsaw ( $\bar{x} = 1$ ). He commented that those kinds of activities were too complicated and not appropriate to the first grade students. As he said in his interview:

*I : Bapak pernah menerapkan kegiatan pidato di kelas?*

*T : Belum pernah karena mereka masih kelas 1 jadi belum masuk ke pidato. Pidato biasanya ada di kelas II atau III.*

*I : Kalau kegiatan jigsaw di kelas? Jadi tiap grup punya informasi yang beda lalu setiap grup mengumpulkan informasi tersebut agar tugas yang diberikan guru bisa diselesaikan?*

*T : Kalau yang seperti itu belum pernah ya, mungkin terlalu rumit untuk anak kelas 1.*

I : Have you implemented speech activity in the classroom?

T : I have not. Since the students are the first graders, I never asked them to do a speech activity.

I : What about jigsaw activity? So every group has different information then they have to collect it so that the task given by the teacher can be completed?

T : I have not implemented it, perhaps it's too complicated for the first graders.

(Teacher A, 25<sup>th</sup> May 2012)

### ***Speaking Activities of Teacher B***

Similar to teacher A, teacher B also implemented role play as one of the most frequent activities in teaching speaking. Another speaking activity that teacher B frequently used was discussion. Table 4.1 shows that the two activities

included in the often category are role play and discussion. As he commented in the interview session:

*I : Berdasarkan silabus tersebut, jenis kegiatan speaking apa yang Bapak kembangkan dan terapkan di kelas untuk mengembangkan speaking skill siswa?*

*T : Ada kalanya saya mengajak siswa berdiskusi dulu, diskusi, kita membahas suatu tema. Lalu saya juga menyuruh mereka bagaimana melakukan role play, bermain peran. Mereka membuat dialog mereka sendiri dan mereka mengaplikasikannya sendiri.*

*I : Lalu bagaimana cara Bapak menerapkan jenis kegiatan speaking tersebut?*

*T : Saya memberikan sebuah topik, sebuah tema pada anak, misalnya reported speech. Lalu dari tema tersebut saya kembangkan kegiatan speakingnya, berupa role play. Saya berikan beberapa situasi di hotel yang harus mereka pilih untuk pengembangan dialognya dan biasanya mereka kerjakan bertiga atau berdua. Jadi mereka akan role play menggunakan reported speech yang sesuai dalam konteks perhotelan.*

**I : Based on the syllabus, what kind of speaking activities that you have developed and implemented in the classroom to promote the students' speaking skill?**

**T : I often asked the students to have a discussion about a topic first, then I instructed them of how to do role play, taking a role. They made the dialogue by themselves then they performed it.**

**I : How did you implement the role play activity?**

**T : I gave a topic to the students, for example reported speech. From the topic, I developed its speaking activity that is role play. I provided them with some situations in a hotel, then they worked in pairs, chose one of the situation and made the dialogue. So, they would do role play in a hotel context using reported speech.**

**(Teacher B, 1<sup>st</sup> June 2012)**

The activities included in the low/seldom category are oral presentation ( $\bar{x}$  =1.97), dialogue recitation ( $\bar{x}$  =1.85), free communication ( $\bar{x}$  =2.44), drill ( $\bar{x}$  =2.20), and simulation ( $\bar{x}$  =2.02). As students of teacher B said:



- I : Kalau kegiatan drill atau latihan pengucapan kata atau kalimat bahasa Inggris dengan mengikuti pengucapan guru, lalu juga latihan penggunaan struktur bahasa/grammar secara lisan apakah pernah dilakukan?*
- S1 : Iya pernah, tapi enggak terlalu sering sih Mr.Rosada ngajarin kita gimana cara ngucapin kata-kata dalam bahasa Inggris yang bener.*
- I: Jenis kegiatan speaking apa yang Pak Rosada berikan di kelas untuk membantu kamu mengembangkan speaking skill?*
- S2 : Ya kalau saya sama Mr.Rosada sih, dia suka ngajak ngobrol saya pake bahasa Inggris jadi kaya conversation gitu terus topiknya juga ga terlalu ke buku jadi yaudah free aja gitu.*
- I : Has your teacher implemented drilling activity where the students practiced pronouncing English words or sentences by repeating after the teacher and also the students practiced using grammatical pattern orally?*
- S1 : Yes. But Mr.Rosada seldom taught us how to pronounce the words in English correctly.*
- I : What kinds of speaking activities that your teacher has implemented in the classroom?*
- S2 : Mr.Rosada and I, he likes to have a conversation in English with me. It's like a free conversation since the topic is not about the lesson.*

**(Students of Teacher B, 1<sup>st</sup> June 2012)**

The activities that teacher B never used were games ( $\bar{x} = 1$ ), information gap ( $\bar{x} = 1$ ), jigsaw ( $\bar{x} = 1$ ), problem solving ( $\bar{x} = 1.05$ ), prepared speech ( $\bar{x} = 1.08$ ), and decision making ( $\bar{x} = 1.11$ ). He commented that one kind of the activities was not appropriate to the first grade students. As he said in his interview:

- I : Bapak pernah menerapkan kegiatan pidato di kelas?*
- T : Belum pernah karena pidato tidak tercantum dalam kegiatan pembelajaran di silabus kelas 1.*

*I : Kalau kegiatan jigsaw di kelas pernah Pak? Jadi tiap grup punya informasi yang beda lalu setiap grup mengumpulkan informasi tersebut agar tugas yang diberikan guru bisa diselesaikan?*

*T : Sepertinya sulit ya? Bukannya saya merendahkan anak murid saya tapi saya tahu betul kemampuan mereka jadi kegiatan-kegiatan pembelajaran yang sedikit susah untuk mereka tidak saya berikan dulu. Tapi mungkin ke depannya saya akan coba.*

I : Have you implemented speech activity in the classroom?

T : I have not since it is not stated in learning activities in the syllabus for the first graders.

I : What about jigsaw activity? So every group has different information then they have to collect it so that the task given by the teacher can be completed?

T : It seems difficult. I don't want to underestimate my students but I know their capabilities well so I postpone the activities that are quite difficult to them. However, I will try it next time.

**(Teacher B, 1<sup>st</sup> June 2012)**

### ***Types of Exercises of the Teachers***

Table 4.2: Low Inference Observational Data - Focusing and Shaping Exercises  
Used by the Teachers (Mean scores shown)

<b>Types of exercises</b>	<b>Teacher A</b>	<b>Teacher B</b>
Focusing exercises	2	8
Shaping exercises	5.5	5

Scoring: 1= extremely low, 2= low, 3-4= fairly often, 5-8= high, 9-13= extremely high

Table 4.2 indicates that the two teachers used both focusing and shaping exercises in learning activities with teacher B using focusing exercises more

frequently ( $\bar{x} = 8$ ) than teacher A. However, teacher A used shaping exercises more frequently ( $\bar{x} = 5.5$ ) than teacher B.

As from the observation, it is found that teacher A used focusing exercise such as practicing pronunciation in the classroom. Shaping exercises were in the form of cloze exercises from which the students were required to fill in the deleted words in the recorded dialogue between a guest and a hotel clerk. Also, the exercise included answering some questions based on the dialogue. The observations of teacher A were supported by the interview data where he commented:

Penugasan, euh,, biasanya saya kasih latihan,,jawab pertanyaan dari dialog, isi dialog,

Students exercise, uh,,usually I give some questions based on the dialogue, cloze exercises,

He also added:

Grammar itu dipelajari sangat sedikit, tidak dengan penjelasan yang detail. Grammar itu tidak menjadi fokus utama, yang menjadi fokus utama adalah bagaimana, apa yang kita maksud bisa dimengerti oleh orang lain. Jadi pembelajaran grammar bagi saya untuk menghindari keengganan siswa berkomunikasi maka tidak terlalu saya fokuskan tentang grammar, memang grammar penting, grammar jadi core dalam bahasa tapi saya mengantisipasinya dengan langsung memberi arahan seperti apa yang seharusnya tanpa memberikan materi grammar seperti pada umumnya, simple present itu apa, susunannya seperti apa, enggak, enggak seperti itu jadi langsung saya berikan latihan yang memuat grammar yang ingin saya ajarkan dan saya benarkan kalo ada kesalahan tata bahasa mereka.

Grammar is learned not with detail explanation. Grammar is not the main focus, the focus is that how, what we mean can be understood by somebody else. Learning grammar to me is to avoid students' reluctance to communicate so I'm not too focus on grammar in teaching. However, grammar is important, grammar is the core in language but I anticipate it by directly giving instruction of how it has to be without teaching grammar like usual, what simple present is, the structure, no, not like that, I just directly give students exercises containing grammar that I want to teach and I correct their mistakes.

Different from teacher A, teacher B used focusing exercises from which the students were required to change the tenses form, such as changing the verbs from direct speech to reported speech. While shaping exercises were in the form of cloze exercises from which the students were required to fill in the deleted words in the recorded dialogue between a guest and a hotel clerk. Also, the exercise included answering some questions based on the dialogue. The observations of teacher A were supported by the interview data where he commented:

Dalam penugasan, biasanya saya berikan latihan mengisi dialog, menjawab pertanyaan, terus siswa diminta membuat dialog, terus role play, itu yang mereka sudah tau dan mereka langsung bisa beradaptasi.

In giving students exercise, usually I give cloze exercises, answering questions based on the dialogue, then students are asked to make a dialogue, do role play, that's what they have known and been adapted.

He also added:

Saya memperkenalkan materi grammar yang akan saya ajarkan, dan setelah itu saya mendefinisikan materi tersebut, memberikan penjelasannya meliputi fungsi terus verb'nya yang berubah-ubah kalo dalam tenses misalnya dari direct speech ke reported speech, terus ada student exercise tentang itu.

I introduce the grammar that I am going to teach, after that I give its definition, the explanation including the function and the different verbs for each tense as the verbs used in direct speech and reported speech, then I give the exercises about it.

#### 4.1.2.2 Teachers Techniques in Implementing the Speaking Activities

Table 4.3: Low-Inference Observational Data-Speaking Activities Provided

by the Teachers in their Teaching Practices (mean scores shown)

Category	Teacher A		Teacher B	
	Frequency	Score	Frequency	Score

Types of Activities	Drill	2	1	1	0.5
	Free communication	16	8	4	2
	Discussion	9	4.5	8	4
	Role play	28	14	13	6.5

Scoring:

- 0 = extremely low/never
- 1-3 = low
- 4-8 = fairly often
- 9-14 = high
- 15-18 = extremely high

### ***Teacher A***

The low-inference observational data in Table 4.3 show that teacher A used four types of speaking activities, namely: drill, discussion, free communication, and role play. In drill activity, he asked the student to repeat the word she had said. Then he asked the other students to pronounce the word altogether correctly.

Teacher: Cuma Devita ini, ya? Euh,, menyebut rumah tadi apa?

Student: [hos]

Teacher: [hos] (smiling) hampir mirip dengan kuda [hor:s] mirip ya, mirip pronunciationnya padahal beda, ['hΛus],

Student: [haus], [hΛus].

Teacher: ['hΛus], kalo kuda [hor:s]. Oke semuanya? ['hΛus]

Students: ['hΛus]

Teacher: Jangan dibiasakan seperti tadi, ya? In my house, I'm at your house. Once more?['hΛus].

Students: ['hΛus].

In discussion activity, the students were introduced to a topic via a listening passage and were then asked to discuss related questions in order to come up with responses and correct answers. Also, there was an asking-answering session for the students who still did not understand the listening passage.

Teacher A also used free communication activity in the classroom. In this activity, it is found that teacher A attempted to ask the students to have a conversation in English frequently. Before the lesson began, he always checked students' attendance by asking the name of the student who was absent. Also, he asked the reason why the students came late to the classroom. Moreover, teacher A often gave and asked the students to give comments on their performances of role play. In addition, he also had a free conversation about the missing lottery glass with the students in the classroom.

Teacher: Who is absent today?

Students: Nurul, Laras, Sheila, Laras di ruang itu.

Teacher: Anybody got the letter from nurul?

Students: No,ada pak, ada..dari OSIS.

Teacher: Where?

Students: Where is permission letter-nya?

Students: Itu tadi sama Pak Ali..in Pak Ali.

Teacher: In training?

Students: Diska, Amel, Mamay, Siti Mayasaroh.

(1<sup>st</sup> May 2012)

(few minutes later, some students belonging to that class came)

Student: Assalamu'alaikum.(came over the teacher)

Teacher: Walaikum salam. Where have you been?

Student: Mmm, I'm from pray.

Teacher: No, (pointing to other student) you?

Student: Mmm.

Teacher: What time you have break time?

Student: Euh, eleven past thirty.

Teacher: Eleven past thirty, why now you just come back?

Student: First we... (unclearly)

Teacher: Ok, euhh, I'd like to make a comment because, euhh,, it's not related to the situation, on...you're number 1? Situation number 1? Your dialogue does not correspond to the situation, that is one of them, ya? A guest has reserved an ocean-viewed room on a hotel when a guest checks in, what is mean checks in? Checks in means you are staying or you're just coming?

(3<sup>rd</sup> May 2012)

Teacher: Alright (smiling) euhh, do you have comment for your performance, Alvin?

Student: Ya Pak?

Teacher: Do you have comment for your performance?

Student: Hah? (looking at his friend) euhh, suaranya Edinda kurang ini Pak.

Teacher: No, for yourself, for your own performance.

Student: Euhh, gimana ya, ga tau pak, ga bisa komen, ga bisa komen diri sendiri Pak.

Teacher: Uh? Have you performed the good one or not good one?

Student: I think, I think, bahasa Inggrisnya apa (to his friend)? (students laughing) in the middle.

Teacher: The average? Ya Alvin has forgot something at the last if I don't make a mistake, when, after you repeat and you want to end the conversation, you didn't say "alright Miss, euhh I will send your message to Mr. who is Mr.?"

(21<sup>st</sup> May 2012)

Furthermore, teacher A used role play activity frequently in the classroom. In this activity, the students worked in pairs. Some students took role as hotel clerks, while other students took role as the hotel guests who bargained the hotel room rate because of the inconvenience and dissatisfaction of hotel service. Teacher A let the students free to choose their own role so that it developed their creativity and increased their motivation in the learning process. In another meeting, the students took different roles which were as hotel operators and callers. In this activity, the students who took role as callers were free to make any telephone messages.

### ***Teacher B***

Table 4.3 shows that teacher B used four types of speaking activities: drill, discussion, role play, and free communication. In drill activity, teacher B asked the students to pronounce the number thirty three and two. When the teacher heard the students pronounced it incorrectly, he asked the students to listen to him of how saying the word correctly and repeat after him.

Teacher: Ya terus I think room, angka berapa ini? Oke angka berapa?

Students: [tərti tri] and [tu]

Teacher: Oke kalian bagaimana pronounce [θrie]?

Students: [tri]

Teacher: Oke listen, repeat after me! [θrie]

Students: [θrie]

(21<sup>st</sup> May 2012)

In discussion activity, teacher B had the students listen to a recorded passage and were then asked to discuss related questions in order to come up with



responses and correct answers. Also, there was an asking-answering session for the students who still did not understand the recorded passage.

Moreover, teacher B used free communication activity in the classroom. Before the lesson began, teacher B greeted the students in English and asked them if they were fine.

(Teacher coming into the class and taking a seat)

Student: Ready? Pray, finish, greeting to the teacher,

Students: Good morning Sir.

Teacher: Good morning everyone, ok, how are you today?

Student: Fine, fine, and you?

Teacher: I'm absolutely fine.

(21<sup>st</sup> May 2012)

Role play activity was also implemented by teacher B. In this activity, he asked the students to work in pairs. Then they had to choose one of the two situations available on the whiteboard. Some students took role as a hotel receptionist while other students took role as a caller who left a message for a hotel guest.

### ***Grouping Practices the Teachers Use in the Classrooms***

Long (1989) argues that there are at least three basic groups of interlocutors are possible in classroom, they are individuals, group, and the whole class which everyone is supposed to do the same thing at the same time. The grouping practices followed by the two teachers are presented in table 4.4 and 4.5 below.

Table 4.4: Low Inference Observational Data – Grouping Practices  
(mean scores shown)

Category	Teacher A		Teacher B	
	Frequency	Score	Frequency	Score
Whole class	26	13	20	10.5
Group	1	0.5	6	3
Pair	38	19	22	7.5
Individual	19	9.5	16	8

Scoring:

- 0 = extremely low/never
- 1-3 = low
- 4-8 = fairly often
- 9-13 = high
- 13-15 = extremely high

Table 4.4 shows that the whole class grouping was widely implemented by teacher A and B. Besides, both teachers frequently used the individual grouping in their classes. Pair work was mostly used in teacher A. Moreover, the table above shows that the groupwork was seldom used by the two teachers.

Table 4.5: Questionnaire/Survey Result – Grouping Practices  
(mean scores shown)

Category	Teacher A		Teacher B	
	Frequency	Score	Frequency	Score
Anda bekerja secara mandiri atau individual saat kegiatan <i>speaking</i> .	117	3.7	107	3.1
Anda bekerja berpasangan saat kegiatan <i>speaking</i> .	148	4.7	140	4.1
Anda bekerja dalam kelompok atau grup (lebih dari dua orang) saat kegiatan <i>speaking</i> .	70	2.2	75	2.2
Anda bekerja bersama seluruh siswa dalam satu kelas saat kegiatan <i>speaking</i> .	125	4.03	120	3.5

Scoring: 1 = never 2 = seldom 3 = fairly often 4 = often 5 = very often

Table 4.5 reveals that the most frequent grouping practices that the two teachers used in speaking activities was in the form of pair work: teacher A ( $\bar{x}$  = 4.7), and teacher B ( $\bar{x}$  = 4.1). The individual grouping was frequently implemented by teacher A ( $\bar{x}$  = 3.7), while group work gained the least proportion among the four grouping types.

Similar to the questionnaire result, teacher A said in his interview that most of the grouping practice implemented in the classroom was in form of pair work because the teacher implemented speaking activities in the form of role play performed based on the dialogues made by the students. Furthermore, the individual work was often used in the classroom as he explained that it was in the form of free communication or questions and answer activities. Meanwhile the group work had the least portion of speaking activities in the classroom. As he said:

*I : Apakah Bapak terbiasa menggunakan kerja kelompok atau pasangan dalam mengembangkan speaking skill siswa di kelas?*

*TA : Iya saya terbiasa. Untuk speaking pastinya mereka diharapkan untuk bisa dialog, komunikasi dengan orang lain makanya saya lebih sering menggunakan tugas pasangan untuk siswa di kelas.*

*I : Mengapa Pak?*

*TA : Karna memang lebih banyak membuat dialog yang diperform dalam bentuk role play, jadi mereka lebih sering bekerja berpasangan dengan teman sebangku atau teman yang saya pilihkan secara acak.*

*I : Kalau kegiatan individual pernah dilakukan?*

*TA : Ya cukup sering, biasanya saya tanya jawab dengan murid di kelas, misalnya sebelum mulai pelajaran saya selalu bertanya "who's absent today?", terus "why did you come late?" "where have you been?" kalau ada yang telat masuk ke kelas. Saya juga selalu mengajak tiap siswa untuk*

*berdialog menggunakan bahasa Inggris, entah itu tentang materi atau komentar mengenai performance mereka di depan kelas.*

*I : Kalau yang group work pernah Pak?*

*TA : Tidak begitu sering ya. Yang lebih sering itu secara keseluruhan, satu kelas, misalnya saya meminta siswa untuk menjawab pertanyaan di papan tulis dan mereka menjawabnya bersama.*

*I : Are you used to have group work or pairs for students to promote their speaking skill in the classroom?*

*TA : Yes, I'm used to have it. For speaking, they are expected to be able to have a dialogue, communicate with others so that I use more pair work for students in the classroom.*

*I : Why pair work?*

*TA : Because they were expected to make a dialogue which was performed through role play activity so they worked in pairs more with their seatmates or other partners whom I chose randomly.*

*I : Have you implemented individual work?*

*TA : Yes, I did it frequently. Usually, I had an asking-answering questions with the students in the classroom, for example, before the lesson began, I always checked students' attendance by asking "who's absent today?", then if there was a student came late to the class, I asked "why did you come late?" "where have you been?". I also asked each student to have a conversation in English very frequently whether it was about the lesson or his/her performance in front of the class.*

*I : What about the group work?*

*TA : It's seldom. I use more whole-class activity compared to the group work, for example I asked the students to answer the questions on the whiteboard and they answered it altogether.*

**(Teacher A, 25<sup>th</sup> May 2012)**

The same thing happened to teacher B. He commented that pair work was frequently implemented in speaking activities since it gave the opportunities for the students to share their ideas and discuss the task that would be performed. As he commented in his interview:

*I : Apakah Bapak terbiasa menggunakan kerja kelompok atau pasangan dalam mengembangkan speaking skill siswa di kelas?*

TA : *Iya, namun tidak semua materi disajikan dalam bentuk pairs atau kelompok, ada juga yang individu. Tapi saya lebih banyak menggunakan pairs, misalnya dalam role play.*

I : *Mengapa Pak?*

TA : *Ya karna mereka dapat men-share atau mendiskusikan dialog yang akan mereka tampilkan dengan teman sebangku. Mereka akan punya banyak ide jika berdiskusi bersama.*

I : *Kalau kegiatan individualnya Pak?*

TA : *Kalau yang individual sih lumayan sering ya dibanding yang per grup. Kegiatan individual itu sifatnya, biasanya dalam bentuk tanya jawab atau juga saya suruh salah seorang siswa untuk baca soal atau perintah dari tugas yang akan mereka kerjakan.*

I : *Are you used to have group work or pairs for students to promote their speaking skill in the classroom?*

TA : *Yes. However, not all learning activities are in the form of group work or in pairs, there is also individual work. But I use more pair work, for example in role play activity.*

I : *Why pair work?*

TA : *Because they can share or discuss the dialogue that will be performed with their seatmates. They will have more ideas if they discuss it together.*

I : *What about the individual work?*

TA : *The individual work is more frequently implemented compared to the group work. Usually, it's in the form of asking-answering questions or I asked one of the students to read aloud the task or its instruction.*

**(Teacher B, 1<sup>st</sup> June 2012)**

*Research Question 2: What learning materials do the teachers use to plan and implement their teaching in Hotel Management classrooms at SMKN 57 Jakarta and SMK Jayawisata 2?*

#### **4.1.2 Learning Materials the Teachers Use to Plan and Implement Their Teaching in Hotel Management Classrooms**

### ***Teacher A***

According to the interview, teacher A claimed that learning materials were developed from the learning topics provided in the syllabus. The materials were adapted by considering the suitability of students' program that is Hotel Management, as he stated in the interview:

*"...saya juga mempertimbangkan kesesuaian materi dengan jurusan siswa."*

"...I also consider the suitability of learning materials with students' program."

**(Teacher A, 25<sup>th</sup> May 2012)**

As from the observation, on the first meeting teacher A used task-based material which was adapted from [www.esl.lab](http://www.esl.lab). This material was accompanied by recorded dialogue from and supported by a laptop, LCD, and an audio speaker. The dialogue of a guest and hotel operator was used to deliver the learning topic which was bargaining at hotel. From the dialogue, teacher A developed students' work that could help them to promote their speaking skills. They included listening task in which students were asked to fill in the missing words from the recorded dialogue. After that, teacher A used some questions related to the dialogue from which the students were required to answer it individually and orally in order to make them brave to speak up in expressing their own ideas or opinions.

On the second and third meeting, teacher A continued the last learning topic by providing task-based material for the students. The teacher used role play task and some situations of bargaining in the hotel that were created by him based

on his own experience staying in the hotel. This task required students to have a discussion with their pairs in making the dialogue spontaneously and act it out with their pairs in front of the class. In addition, it functioned as the students speaking assessment.

On the fourth and fifth meeting, teacher A delivered the new learning topic that was handling telephone messages at hotel. To begin with, teacher A implemented authentic material which was a realia taken from Edotel Ragunan SMK 57 Jakarta in the form of telephone message form. This realia was used as guidance for students of how to handle telephone messages at hotel by requiring them to fill in caller's biodata consisting of name, company, phone number and guest's biodata including name, and room number, also the message. For the dialogue of handling telephone messages at hotel, teacher A used some expressions adapted from text-based material that was *Be My Guest: English for Hotel Industry* published by Cambridge University Press (2002). Then the teacher implemented role play of handling telephone messages as the speaking task for the students. In addition, it functioned as the students speaking assessment.

On the sixth meeting, teacher A still implemented authentic material that was the realia to continue the speaking task of the students. But for the students who had been assessed for their speaking skills, teacher A used text-based material which was English coursebook; *Get Along with English* published by Erlangga (2006) to introduce the new learning topic related to the last topic which was reported speech.

***Teacher B***

From the interview, teacher B claimed that learning materials had to be in accordance with the syllabus and lesson plan. The materials were adapted from some references of books that are appropriate with and used for hotel industry, as he said in the interview:

“Memilih materi disesuaikan dengan RPP tentunya, pertama dari silabus lalu diturunkan ke RPP. Misalnya saat ini saya ingin mengajar reported speech, saya cari tahu dahulu referensi buku yang pas, yang tentunya dipakai di dunia perhotelan, yang bisa disampaikan untuk materi tersebut”

“Learning materials has to be in accordance with lesson plan for sure, first it’s developed from the syllabus then to the lesson plan. For example, to teach reported speech, I have to find suitable references first, ones that are used for hotel industry and be able to deliver the topic“ (Teacher B, 1<sup>st</sup> June 2012)

As from the document analysis, in delivering the topics teacher B used English coursebook which is *Get Along with English* published by Erlangga (2006) and outside source related to hotel industry including *ENGLISH FOR PROFESSIONAL ACCOMODATION SERVICES* published by Gramedia Pustaka Utama (2001). The materials were chosen and edited so that they could fulfill the needs of Hotel Management students.

The implementation of the materials was seen on the first meeting in classroom observation, teacher B used text-based material which was recorded dialogue adapted from *ENGLISH FOR PROFESSIONAL ACCOMODATION SERVICES* published by Gramedia Pustaka Utama (2001) and supported by a laptop, LCD, and an audio speaker. The dialogue of a caller and hotel operator was used to deliver the learning topic which was leaving and taking telephone messages at hotel. From the dialogue, teacher B created students work that could help them to develop their receptive skills before they moved on to productive skills. It included listening task in which students were asked to fill in the missing



words from the recorded dialogue while they listened to it. After that, teacher B used some questions related to the dialogue from which the students could develop their productive skills by having a whole class discussion. Next, the teacher used a message form which was still adapted from text-based material; ENGLISH FOR PROFESSIONAL ACCOMODATION SERVICES published by Gramedia Pustaka Utama (2001) from which the student was to fill in the form with the information heard and played a role of hotel operator.

On the second meeting, teacher B introduced the new learning topic related to the last topic by using text-based material which was Get Along with English published by Erlangga (2006). The material was in the form of slides show consisted of brief explanation of reported speech and its examples adapted from Get Along with English published by Erlangga (2006) and supported by a laptop and LCD. After delivering the topic, the teacher used text-based material which was in the form of students work adapted from ENGLISH FOR PROFESSIONAL ACCOMODATION SERVICES published by Gramedia Pustaka Utama (2001) from which the students had a small discussion with the teacher. Next, the teacher implemented task-based material by providing some situations of taking and leaving telephone messages at hotel which were still adapted from ENGLISH FOR PROFESSIONAL ACCOMODATION SERVICES published by Gramedia Pustaka Utama (2001). This material required the students to make the dialogue by using reported speech and do role play with their pairs in front of the class. In addition, it functioned as the students speaking assessment.

On the third meeting, teacher B continued the last lesson that was reported speech. The teacher still used text-based material which was the slides consisting of brief explanation and some examples adapted from *Get Along with English* published by Erlangga (2006) to review the topic. Next, the teacher continued implementing task-based material which was role play and some situations of taking and leaving telephone messages at hotel which were still adapted from *ENGLISH FOR PROFESSIONAL ACCOMODATION SERVICES* published by Gramedia Pustaka Utama (2001). In addition, it functioned as the students speaking assessment.

On the fourth meeting, teacher B implemented text-based material which was in the form of students exercises adapted from *Get Along with English* published by Erlangga (2006). These exercises were used to check students understanding of reported speech.

*Research Question 3: How do the teachers assess the students' speaking skill?*

#### **4.1.3 Assessment of the Students' Speaking Skill**

##### ***Teacher A***

According to the interview, teacher A claimed that the assessment given to the students has to reflect the language skills that teacher A wants to measure. For the speaking skill, the students are assessed by having role play. As he said in the interview session:

“Kalau materinya oral, maka saya tesnya juga dengan oral. Misalnya kemarin itu kan saya kasih materi tentang bargaining at hotel sama handling telephone message yang fokusnya pada speaking skill jadi sebagai assessmentnya saya

berikan role play sesuai dua topik tersebut. Kalo materinya grammar, writing, ya saya memberikan portfolio biasanya. Jadi sesuai dengan skill yang diharapkan.”

“If the topic focuses on students’ oral communicative competence, I will test the students orally. For example, last time I delivered the topics which were bargaining at hotel and handling telephone message focusing on speaking skill so as its assessment I gave role play based on those topics. If the topic is on grammar, writing, I will give portfolio as the assessment. So, it’s in accordance with the language skills that are expected.”

**(Teacher A, 25<sup>th</sup> May 2012)**

The statement also supported by data from the observation which shows how the assessment was implemented in the classroom. On the second and third meeting, teacher A used role play activities whose topic was bargaining at hotel to assess the students’ speaking skill. The assessment required the students to work in pairs performing a conversation between a guest and a hotel clerk. On the fourth, fifth, and sixth meeting, teacher A still used role play activities as the students’ speaking skill assessment but different topic was introduced. The students were to perform a conversation of handling telephone messages at hotel.

As for the result from document analysis, teacher A used a speaking assessment form to give measurement of the students’ speaking skill. There are three aspects of speaking to be measured; fluency, accuracy, and comprehensibility. Fluency deals with how the students pronounce English words or even sentences correctly and smoothly. While accuracy measures the correctness of English grammar used in producing utterances and comprehensibility deals with students’ understanding of their friends’ utterances in conversation.

**Teacher B**

Similar to teacher A, teacher B also claimed that he used role play activities to assess the students' speaking skill. As he commented in the interview session:

“Kalau yang dievaluasi kemampuan speaking siswa, ya saya berikan tes role play, saya nilai berdasarkan pronunciation, penguasaan materi, dan performance yang juga meliputi gestures siswa pada saat dia speaking. Tapi kalau untuk skill lain, saya berikan tugas atau exercise pada saat itu juga setelah materi disampaikan.”

“If students' oral communicative competence is being measured, I will give role play as the assessment, I give the score based on pronunciation, content mastery, and performance including students' gestures when they speak. For other skills, I give task or exercise at the time after the topic is delivered.”

**(Teacher B, 1<sup>st</sup> June 2012)**

The statement also supported by data from the observation which shows how the assessment was applied in the classroom. On the first, second, and fourth meeting, teacher B used role play activities which were developed under the same topic; handling telephone messages to assess the students' speaking skill. The assessment required the students to work in pairs performing a conversation between a guest and a hotel clerk. As for the result from document analysis, teacher B used a speaking assessment form to give measurement of the students' speaking skill. There are three aspects of speaking to be measured; pronunciation, mastery of content, and performance. Pronunciation deals with how the students pronounce English words or even sentences correctly. While mastery of content deals with how well the students understand the situations and the role they took. While performance deals with how the students perform the conversation including body gesture, mimic.

## **4.2 Discussion**

The following discussion describes the speaking activities under theme-based model in Hotel classrooms, learning materials used by teachers, and assessment of students' speaking skills.

### **4.2.1 Learning Activities Implemented to Develop the Hotel Management Students' Speaking Skill**

The following discussions describe how the two teachers implemented the learning activities in the classrooms including types of the speaking activities and teachers' techniques in implementing the activities.

#### **4.2.1.1 Types of Speaking Activities Used by the Teachers**

Since the purpose of English in vocational schools is to support the students' achievement of vocational competence, the two teachers are required to create speaking activities which are closely related to the Hotel Management students' needs. As a result, role play activity was very frequently implemented in Hotel Management classrooms with teacher A ( $\bar{X} = 4.90$ ) and teacher B ( $\bar{X} = 4.41$ ). It is a line with Brinton (2003) that techniques and tasks in Content-based Instruction include information gap, jigsaw, discussion, role play, and problem solving. The finding also implies that this activity is intended to develop students' speaking particularly in its macro-skill, in which the students appropriately accomplished communicative functions according to the situations, participants, goals and conveyed links & connections between events and communicated such

relations as focal peripheral ideas, events, & feelings, new information & given information, generalization, and exemplification (Brown, 2004).

Besides, the teachers also applied two kinds of exercises proposed by Scarino, et al. (1988) in the classrooms. The result of the observation shows that teacher A used focusing exercise such as practicing pronunciation while teacher B had the students change the verbs form from direct speech to reported speech. This is line with what is argued by Scarino et al (1988) that focusing exercises focus on elements of the communication process which include exercises focusing on forms (e.g., vocabulary, structure, and pronunciation), skills (e.g., cognitive processing skills and learning how-to-learn), and strategies (e.g., seek confirmation; express lack of understanding; ask someone to explain what was just said). Meanwhile, the shaping exercise used by the two teachers was in the form of cloze exercises as Scarino et al (1988) argued that shaping exercises develop and structure language within an extended piece of discourse (e.g., matching exercises, cloze exercises, substitution exercises, dictation exercises, reading aloud with close attention to pronunciation, and substituting alternative sections of a dialogue).

#### **4.2.1.2 Teachers Techniques in Implementing the Speaking Activities**

Based on the questionnaire, interview, observation, and document analysis results, it is implied that the teachers used four types of speaking activities, namely; drill, discussion, free communication, and role play. The focus of drill activity was on the students' pronunciation. In this kind of activity, the two teachers made it short. It is line with what is recommended by Lazaraton (2001)

that if drills are to be used, they should be short and simple. This activity is illustrated in the transcription of classroom observation below.

Teacher: Cuma Devita ini, ya? Euh,, menyebut rumah tadi apa?

Student: [hos]

Teacher: [hos] (smiling) hampir mirip dengan kuda [hor:s] mirip ya, mirip pronunciationnya padahal beda, ['hΛus],

Student: [haus], [hΛus].

Teacher: ['hΛus], kalo kuda [hor:s]. Oke semuanya? ['hΛus]

Students: ['hΛus]

As from the observation, in discussion activity both teachers had the students listen to a recorded passage and were then asked to discuss some related questions in order to come up with responses or ideas. It is obviously that this activity involves opportunities for students to express their own opinions and ideas about topics, in this case related to the theme of Content-based Instruction unit (Brinton, 2003). Meanwhile, role play activity implemented by the two teachers entails having students act out a situation in which they pretend they are in a social context that is hotel and have a variety of social roles such as hotel receptionists, hotel clerks, hotel guests, and callers. This in line with what is pointed out by Celce-Murcia & Olshtain (2000) and Nunan (2003) that role play is an excellent way to stimulate real communication that is relevant to experiences outside the classroom. In addition, the two teachers implemented grouping practices as proposed by Long (1989), they are individuals, group and pair, and whole class where the students did the same thing at the same time. However, pair work is found to be the most frequent grouping practice that the two teachers used in speaking activities. It is proved by the result of questionnaire that reveals pair

work of teacher A ( $\bar{x} = 4.7$ ), and teacher B ( $\bar{x} = 4.1$ ) included in often category.

It is also strengthened by the result of observational classroom data which was gained from TALOS, it is found that pair work gained the most proportion among the other grouping types. This fact is also illustrated in the transcription of interview below.

*I : Apakah Bapak terbiasa menggunakan kerja kelompok atau pasangan dalam mengembangkan speaking skill siswa di kelas?*

*TA : Iya, namun tidak semua materi disajikan dalam bentuk pairs atau kelompok, ada juga yang individu. Tapi saya lebih banyak menggunakan pairs, misalnya dalam role play.*

*I : Mengapa Pak?*

*TA : Ya karna mereka dapat men-share atau mendiskusikan dialog yang akan mereka tampilkan dengan teman sebangku. Mereka akan punya banyak ide jika berdiskusi bersama.*

*I : Are you used to have group work or pairs for students to promote their speaking skill in the classroom?*

*TA : Yes. However, not all learning activities are in the form of group work or in pairs, there is also individual work. But I use more pair work, for example in role play activity.*

*I : Why pair work?*

*TA : Because they can share or discuss the dialogue that will be performed with their seatmates. They will have more ideas if they discuss it together.*

Pair work was frequently implemented in speaking activities since it gave the opportunities for the students to share their ideas and discuss the task that would be performed. As Richards (2005) points out that pair work and group activities give learners greater opportunities to use the language. Moreover, Meng (2009) argues that getting students to do things in small groups or pair work in class is the only conceivable way to get large-scale students involvement in a



large class. With this pair work, the two teachers immediately engaged each student in hotel management class in speaking activities. Therefore, the quantity of language practice opportunities, the quality of student talk, individualize instruction, a positive affective climate in the classroom, and students' motivation will be increased and improved by having this kind of grouping practice.

#### **4.2.2 Learning Materials the Teachers Use to Plan and Implement Their Teaching in Hotel Management Classrooms**

The research findings imply that learning materials the two teachers used were adapted by considering the suitability of students' program that is Hotel Management. This in line with what is claimed by Richards and Rodgers (2001) that language learning in theme-based courses is facilitated by the materials that are used typically with the subject matter of the content course. More specific, in delivering the topics the teachers used three kinds of learning materials as categorized by Richards and Rodgers (1986), those are: 1) text-based materials; 2) task-based materials; 3) realia.

Text-based materials used by the two teachers were in the form of English textbooks combining language samples, explanations and activities into a single volume (Savignon, 1983). From the document analysis result, they include *Get Along with English* published by Erlangga (2006), *Be My Guest: English for Hotel Industry* published by Cambridge University Press (2002), and *English for Professional Accommodation Services* published by Gramedia Pustaka Utama (2001). While task-based materials were adapted from outside source related to the hotel industry such as [www.esl.lab](http://www.esl.lab) and *English for Professional*

Accommodation Services published by Gramedia Pustaka Utama (2001). They provide role play activities and other task-based communication activity which is students' practice in interactional formats (Richards and Rodgers, 1986). And the realia used by the teachers classified as a sample of authentic, then it is selected, and occasionally edited so that it would progressively become more difficult, complex, and challenging (Richards and Rodgers, 2001). This material was in the form of telephone message form which was taken from Edotel Ragunan Jakarta.

#### **4.2.3 Assessment of the Students' Speaking Skill**

The research findings indicate that the assessment given to the students has to reflect what the teachers are going to find out and involve decisions about what language abilities that have to be assessed by the students. It is strengthened by the transcription of interview below.

“Kalau materinya oral, maka saya tesnya juga dengan oral. Misalnya kemarin itu kan saya kasih materi tentang bargaining at hotel sama handling telephone message yang fokusnya pada speaking skill jadi sebagai assessmenya saya berikan role play sesuai dua topik tersebut. Kalo materinya grammar, writing, ya saya memberikan portfolio biasanya. Jadi sesuai dengan skill yang diharapkan.”

“If the topic focuses on students' oral communicative competence, I will test the students orally. For example, last time I delivered the topics which were bargaining at hotel and handling telephone message focusing on speaking skill so as its assessment I gave role play based on those topics. If the topic is on grammar, writing, I will give portfolio as the assessment. So, it's in accordance with the language skills that are expected.”

As Herman, Aschbacher, and Winters (1992); Hughes (1989); Underhill (1987) cited in O'Malley and Pierce (1996) point out that the teachers can use as wide a variety of assessment activities as possible to make their assessment more authentic and reliable.

Since the primary goal of English speaking classrooms in hotel management program is to develop students' communicative proficiency, the teachers need to provide assessment methods in which students can talk extensively in English language. These kind of methods have been proposed by Brinton (2003) such as information gap, role play, simulation, and oral presentation. Following Brinton (2003), the two teachers used role play as the assessment method to measure the atudents' speaking skill. It is supported by the result of document analysis showing the speaking assessment form that the teachers used to give measurement of the students' speaking skill.