CHAPTER II

REVIEW OF RELATED LITERATURE

This section incorporates some theoretical thoughts of the survey and novelty from past researches. It eases the readers in familiarizing data information which is important to the newest research.

A. Speaking

According to Pachler and Redondo (2007: 66), speaking is language expertise which a few individuals accept either you are good at otherwise you are not, an expertise that in a few ways is down to identity components such as certainty or extroversion. The speakers will not understand if the interlocutors do not have good language skills to convey. Hence, being confident is one of the ways to boost speaking ability. In line with Cameron (2001: 40), she said that the energetic utilization of language which has specific meanings in order to be able to make sense of them. Additionally, it is considered as intelligently communication, social, and contextual. Carolyn Duffy (2003) gives great advice for the English student to create communicative competence, it is essential to create successful communication abilities in order to carry out positive intuition in regular social circumstances as well as in problem circumstances. As an example in the hospitality industry, the hotel staff is not able to cope with the customers'

complaints if he or she does not have effective communication skills. In conducting communication, Nurhayati (2016: 52) sees the fact that speaking is as one of often becomes a difficult problem for students such as feeling shy at first, afraid of making mistakes, and get stumbling. Therefore, the instructor must have English proficiency to solve students' speaking problems.

Based on those theories, they can be combined that speaking is a skill which depends on personal factor such as self-confidence; it is significant to be developed so that the students carry out positive interaction in everyday life. In addition, Richard (2008: 21) stated that there are three speaking functions, they are:

a. Talk as interaction

Talking for interaction alludes to the act when we are having "conversation"   and   associations   language   is delivered for social purposes. When individuals meet   each other, they are welcome, get a little conversation, or tell their later encounters.   These activities occur since they hope to be friendly and to set up a comfortable zone   of   interaction   with   others. Besides, Richards (2008:22) stated the main features of speak as interaction are has a primarily social function; reflects role relationships; represent speaker's identity; may be formal or casual; reflects degrees of politeness; employs many generic words; uses conversational register and well and jointly constructed. It means

that the interlocutors can see the speaker's identity such as his or her politeness and generic words while interacting.

Mastering the art of speak as interaction is troublesome and may not be a need for all students. Nevertheles, students who have the need of this capacity sometimes they feel unbalanced at a misfortune for words when they are finding themselves in circumstances that require conversation for interaction. They will feel trouble in displaying a great picture of themselves and in some cases in maintaining a strategic distance from circumstances that call for this kind of conversation.

b. Talk as transaction

Conversation as transaction alludes to circumstances where the emphasize is on what is said or done. The emphasize is the message and making the listener get it clearly. Its primary aim is passing on information and encouraging the trade of goods and services. Such Jones in Richard (2008: 24) took as an example in a science class, to explore students' understanding about floating ad sinking, the teacher usually focuses on meaning or only on talking their way to understanding. From these point of view, it can be concluded that the main point for this kind of speaking is to create the listeners can get it effortlessly with what the we are saying. No matter how our manner or our way is. Since the work of speaking in this sort is fair for a kind of transactions, instead of the

participants and how they connected socially with each other. Besides, Richard (2008: 26) mentioned the main features of talk as interaction are; it has a primary information focus; the main focus is on the message and not the participants; participants employ communication strategies to make themselves understood; there may be negotiation and digression; linguistic accuracy is not always important.

There are two types of talk as a transaction. According to Burns in Richard (2008: 26), the first type involves situations where the focus in on giving and receiving information ad where the participants focus primarily on what is said or achieved. For instance, someone is asking for directions as presented in meeting two written in chapter IV. In this case, accuracy may not be a priority, as long as the information is successfully communicated or understood by the receiver. The second type is transactions situations that focus on obtaining goods or services such as checking into a hotel or ordering food in a restaurant as presented in meeting four written in chapter IV.

c. Talk as performace

The third sort of conversation has been called as talk as performace. This refers to public speaking, which is the act of conversation that transmits information in front of people such as classroom presentation as it has been implemented at Study Hotel

Executive Kediri in introduction and giving direction material.

B. Speaking Components

According to Jill (2008: 15), there are five language components that influence speaking ability, they are:

a. Vocabulary

Vocabulary refers to all the words existing in a certain language or subject. In this matter, mastering English vocabulary is essential for students since it supports them to speak English fluently, that is why students having rich vocabulary are effortless to express their ideas. In addition, it also assists them to be good listener. By having lost of vocabulary, students can catch effortlessly what the interlocutor is talking. Then they can appreciate their speaking partner effectively.

At Study Hotel Executive Kediri, vocabularies were presented in both dialogues and monolog through games and the speaking materials. And whenever the instructor asked students to perform, he noticed what words came to mind.

b. Pronunciation

It is essential for foreign language learners to learn how English words are pronounced. Harmer stated in Wahyuni (2017: 13) wrote that the language user has to know how to say a word. It means that he or she has to know how to pronounce English words well eventhough it is considered difficult thing for the foreign

learner. At Study Hotel Executive Kediri, few students mispronounced some words such as "live" and "life" and only one student who often mispronounced "my" as "me". After interviewing the students, it is because what is written is different from the way to pronounce it. On the other hand, it seems impossible for the students to sound a hundred percent similar to native speakers since Indonesian mother tongue are generally stiff to speak English like a native regarding English as a foreign language.

The important point that should be remembered is that students do not actually need to pronounce English perfectly like a native as long as the listeners understand. However, it must be highlighted that missponunciation will make misunderstanding toward listener.

c. Grammar

C. Speaking Skill

Richards (2008: 19) states the authority of speaking abilities could be a need for numerous foreign-language students. Thus, the students regularly value their achievement in speaking learning based on how much they feel that they have improved speaking skill. Moreover, speaking is the language usage to communicate with others (Fulcher, 2003:23). Agreeing with Bailey (2000:25), speaking is an interaction progress where

speakers anticipate to build meaning through making, getting, and planning information data. From those experts' articulations, it can be assembled that speaking ability is related to communication. Speaking may be an aptitude to precise legitimately someone's ideas, opinions, or feelings so that people can give or receive information and knowledge through communication. In brief, instructors must be inventive in creating their teaching to make the students speak hospitably to form a great environment and take note of the speaking components to boost the students' speaking skill. They are implemented to make the speaking subject more interesting. In addition, Syakur in Mora (2010: 3) says that there are at least five components of speaking skills, namely comprehension, fluency, grammar, vocabulary, and pronunciation.

In grammar as well as vocabulary aspects, Study Hotel Executive students

must memorize vocabularies without thinking hard about grammar while speaking in order to speak casually with international guests. In the event that the students don't have adequate words, they will express their ideas neither oral nor written form. It is eventually clear that comprehension, vocabulary, pronunciation, fluency as well as grammar are significant goal to overtake in speaking

subjects. Therefore, the speaking subject is expected to make the students speak hospitably in hotel and cruise ship environment. In the classroom, it is additionally anticipated that the students are able to invigorate as in case they are in a hotel or cruise ship so that the instructors ought to set up the circumstance that the students are likely to come across within the work field. According to those experts, it can be assembled that the understanding of speaking in English is a must for foreign-language students including Study Hotel Executive participants to attract and communicate with international guests.

Based on those theories about speaking and speaking skill, they have been defined interchangeably. Speaking itself is a skill which is inseparable from personal factors such as self-confidence because it is significant to be developed in order to carry out positive interaction of the students in their daily life. Meanwhile, speaking skill is related to communication which is prioritized for many foreign-language students.

D. Practices in Teaching Speaking

The instructor should know how effective the practice of teaching speaking covering the use of appropriate materials, media and teaching techniques. In the language teaching communicative model, the instructors assist students in real-life communication. They help their students develop the ability to

produce grammatically correct although it is not focused in hospitality field, logically bound sentences that are appropriate to specific context. Well, according to Nunan (2003: 156), there are some practices for teaching speaking that are written below:

1. Give students practice with both fluency and accuracy

At the advance level of studies, students must be given the chances to enhance their fluency and accuracy. Accuracy means that the target language which is used correctly and language is used quickly and confidently to show fluency. The instructor should not emphasize on any aspect of speech. Rather students should be trained on both accuracy and fluency. Use pair work

In order to improve students' ability to speak, they should be given sufficient chances to speak in class. Therefore, teacher talk time should be shorter, and student talk time should be longer. It is important that English instructors do not have to take all time to speak up. According to Nunan also, "Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson". In this case, students will have opportunity to interact and practice speaking with their partners.

In a communicative purpose, speaking cannot be separated with the interlocutors to build conversation. Brown (2001: 275-276) stated that there are seven principles for designing speaking

techniques.

a. Use techniques that fulfill students' needs from language based on accuracy to message-based on interaction, meaning and fluency.

b. Provide techniques that are intrinsically motivating.

c. Encourage the target language in meaningful contexts.

d. Give appropriate feedback and corrections.

e. Focus on both speaking and listening to build conversation.

f. Give students the chance to initiate oral communication.

g. Encourage the strategies for speaking development.

In addition, teaching speaking in attractive and communicative activities should be taught. There are many kinds of classroom speaking activities. First, Nurhayati (2016: 53) stated that students can practice speaking in front of their peers who face the same situation, they can practice presenting information, answering questions and holding group discussions. In line with Harmer (2001: 348-352), he set out six classroom-speaking activities including acting from script, communication games, discussion, prepared talks, questionnaire, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogue scripts are two sorts of acting scripts that ought to be scripts that ought to be considered by the instructor within the teaching and learning speaking despite the fact that the students are able to speak spontaneously since the instructor directly

chooses the topic Within the playing scripts, it is vital for the students to perform it as genuine acting. The part of the instructor in this action is as theater executive, drawing consideration to suitable stress, sound, and speed. This implies that the lines they talk will have genuine meaning. By giving students practice in these things before they perform, the instructor guarantees that acting out is both a learning and language producing activity. In acting the dialogue, the students are very helped because they are given fifteen-minute time to practice their dialogues before the performance. Therefore, the students will gain much more from the full encounter within the preparation.

b.   Communication games

Games are planned to incite conversation between students. The games are designed according to the rule of the information gap in order to be able to solve the problem. According to Nurhayati (2008: 23), she stated that games are considered as a way to help students not only to enjoy and entertain with the language they learn, but also practice it incidentally. It is indicated that games are played in a fun way without burdening students. From the description, Nurhayati (2008: 9) perceived that choosing games raises some strength below:

     a) Helping improve learners actively in the learning process.

     b) Providing a challenge which encourages learners to strength themselves (in order to win). Most games involve learners in reactivating the language they have studied and in trying to

use it meaningfully.

c) Helping to forget they are studying: they lose themselves in the fun of the game and the activity motivates them.

d) Encouraging collaborative learning. Team games require pooling of knowledge and pair games require co-operation and turn-talking. Students can learn from one another.

e) Giving extra practice without inducing boredom.

Based on her theory, there are some points of teaching games that are beneficial for Study Hotel Executive students including helping and motivating students improve speaking, encouraging collaborative learning, and breaking boredom. Nurhayati (2008: 4) also mentioned the purpose of language games that provide an enjoyable atmosphere, a situation in which communication is essential, and a distraction from the study of the language itself. Based on her theories, it can be concluded that teaching games at Study Hotel Executive Kediri helps students enjoy, entertain, and practice with the language which they learnt and aims to provide enjoyable atmosphere in class.

c. Discussion

In discussion, the students are permitted to state their point of view (it was conducted in meeting 4). Agreeing with Harmer (2001: 272), discussion range is divided into several stages from highly formal,

whole-group staged events to informal small-group interactions. In speaking activities, the instructor conducted whole-group staged interaction which asked the students to react the reservation by phone video.

d.   Prepared talks

Students perform a dialogue based on a topic from the instructor in order to make them speak spontaneously in casual way. Therefore, it makes possible to the students to utter any word that comes to mind rather that from a script.

e.   Questionnaires

Questionnaires are very useful because they ensure that the questioner and the respondent have something to say to each other. Students can design questionnaires on any subject that is appropriate. As they do, the teacher can act as a resource to help them in the design process in order to get the results obtained from the questionnaires.

f.   Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency or to train students in specific situations. Students can act on simulation as they do, or take on the role of a completely different character, and express thoughts and feelings as they do in the real situation.

E. The Role of Instructor in Developing Students' Speaking Skill

According to Harmer (2007: 107), an instructor is like "a

gardener, because she plants the seeds and observes them grow". Students are the field and the seeds are seen as data information planted by instructors. As nursery worker, the instructor takes care of blooms and waters them well, he also plays a diverse role in students' learning in the event that is required not as it were by planting data information but

also illustrating as the model. Agreeing with Vilar (2003), important capacities in

instructing students are owned by the instructors: the managerial and the instructional

functions. These functions tend to classroom environment created by the instructor to

practice speaking and knowledge given in the classroom. The instructor must carry

out these functions together for teaching language efficiently since

they (managerial and instructional functions) are not able to be

isolated.

In ELT, instructors anticipate in teaching speaking successfully to direct the students follow the school rules. Yet, the most crucial role teachers are expected to play is providing and

maintaining a good quality of education (Leu, 2005). Instructors ought to be energized to spend stamina, knowledge, and motivate them in order to achieve this quality. In college instructor development, possible instructor plays an important role. In line with Kubanyiora, Nurhayati (2018: 95) stated that the important role comes up with a classification and underlines the existence of three main teacher selves, namely ideal teacher self, ought to language teacher self, and feared teacher language self. Therefore, instructors must play various roles to fulfill students' needs. Instructors' role parts within the ELT field are assessor, organizer, facilitator, guide, inspiration, members, monitor, demonstrator, and soon.

A great instructor is an individual who values their students' speaking skills by giving perception, quizzes, asking students' presentations, or oral tests arranged to evaluate the students' speaking ability. For perfecting students' speaking skill the teachers have the role of an assessor (Harden and Crosby, 2000). The organizer is one of the critical instructors' parts of teaching the students to speak hospitably. It is more than conducting a few verbal activities. The instructors must know what speaking activity will be done. This part incorporates different angles of the teaching setting. For occurrence, what type of strategy as well as its material required, how to manage the

activity, and how long it takes elective activity in case there's a flaw with the present one.

Agreeing with Harmer (2001: 275-6), there are three essential parts that teachers can play if they want to get their students to talk smoothly. One of them is being a prompter or guide, conducted while students are not beyond any doubt on how to do the task; it is time for instructors to take a part as a guide. During this activity, students might appear to exert such exertion when they attempt to precise something. In this case, the educators ordinarily give instruction and vocabularies.

Yet, the instructor must be careful when testing the students' speaking because the main purpose is giving the right improvement. We should not "take the initiative

away from the students" (Harmer, 2007: 109). Another part is sitting around students. This part happens when the instructors join the discussion not as an instructor but as peer students asking them to speak up regularly and provide feedback input if needed.

This role enables the instructor to understand students' speaking difficulties. When giving any assignments to the students, instructors are really able to handle it so that

they can expect students' speaking troubles and prepare them with techniques for doing assignments. In this role, the instructor can moreover guarantee that the students are engaged within the

discussion. On the other hand, for the instructor, dominating the discussion is not permitted. According to Harmer, the next role is "feedback provider". This is when the instructor gives feedback in post-teaching. The instructors ought to take care when giving criticism since over-correction might creep the students out to speak up. However, giving compliments can encourage students to do the next speaking tasks confidently. Selcuk Koran (2015: 411) draws students' opinions on their teachers' role in his research.

Table 1: the students' responses on their instructor's role in teaching speaking

Statements	Respondents	Mean value
Sufficient speaking activities during English lessons.	60	2.75
Instructors offer assistance in numerous ways while speaking.	60	3
Activities outside the classroom are more compelling in moving forward English speaking skills.	60	3.75
I can learn to talk in English without an instructor, on my own.	60	2.5

English educator is talented to arrange and manage speaking activities.	60	2.25
The teacher's roles during the lesson:		
Observer	60	3.5
Feedback provider	60	3.75
Organizer	60	2.75
Assessor	60	3.5
Motivator	60	3.25
Guide	60	3
Participant	60	3
Monitor	60	3.75

Based on the table above, the teacher did not play the eight roles well because the students mostly neither agree nor disagree nor neutral with the teacher's role during speaking activities. That is why the six teachers' role should be implemented to encourage students' confidence in speaking.

F. The Teaching of Speaking Practices

The objective of educating and learning speaking for hospitality students is to draw in foreign tourists. It is a must for hotel students to master English guided by the teacher or instructor as a facilitator since English is categorized as an international

language. Brown (2003: 107) stated that the teacher is like an actor because they feel as if they are always on the stage. It implies that the instructor as students' facilitator must be able to speak hospitably and have greatly teaching speaking techniques to engage the students to practice in the classroom.

According to Bashir et al (2011: 39), speaking strategies used by teachers consist of using minimal responses, recognizing scripts, and using language to talk about language. The students who require certainty to talk in foreign language are habitually quiet whereas others are talking. One of the strategies to empower them to take part is to assist them to construct a minimum response which is utilized for communication. Such responses are exceptionally critical for English apprenticeships. Minimal responses are unsurprising, the idiomatic expression in a discussion is as often as possible utilized to show understanding, assertion, question, and other reactions toward what is said by the speaking partner. Using such responses empowers the students to understand speaking partners without having to at the same time arrange a reaction. Greetings, apologies, compliments, solicitations, and the other things influenced by social standards frequently take after scripts. Hence, doing value-based trades included in activities such as getting guests' data and purchasing, booking a hotel room, and so on. Therefore, in these scripts, the

relationship between speaker and listener can be regularly anticipated.

Anuradha, et al., (2014) listed the principles of instructing speaking skills:

i. Energize students to talk right from the primary day as early as conceivable and not to hold up till he educates them a stock of vocabularies and expressions.

ii. Endure the students if a few of them essentially rehash what they say.

iii. If a student gives a one-word answer to any question, bear it for the time being.

iv. Let the learners talk effectively with any English vocabularies they have.

v. Propose structures/phrases/words and let the learners utilize them in numerous circumstances and drill as much as they can do.

vi. Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.

vii. Organize role-play and pair-work as much as conceivable and

administer the learners to rectify the active ones and actuate the inactive ones.

viii. Be well arranged in terms of lesson plan, exercises, and assignments.

ix. Let the learners commit mistakes at the first stage. Interference and adjustment can make them down.

From the principles of teaching speaking list, they emphasize student-centered learning such as encouraging students to speak at the first meeting and answer incomplete sentences, creating speaking English zones, role-play and pair-work, etc. Therefore, the instructor is required to pay incredible consideration to instructing speaking. Based on instructing speaking skill principles stated by Anuradha et al, the

researcher gets the point that grammar use is not basically centered on speaking in order to have the students talk spontaneously without thinking about grammar errors.

G. Instructing Media

Jacobs et al (2002: 240) states that a teaching medium can be defined as an object the teacher uses, or which is given to the learners to use, to achieve specific teaching and learning outcomes. This is not as if it were a device or pictures, but moreover incorporates numerous other sorts of learning experiences. In this case, the

media is characterized learning tool used by the instructor to effectively deliver the

lesson. There are many different mediums such as white board, power point, optional module and WhatSapp group for discussing list of job interview questions. In this research, the instructor is curious on how the instructor gets an idea in redesigning instructional media. According to Nurhayati (2014: 927), teacher's creativity is needed to deliver the material by redesigning instructional media. In this research, the instructor created the classroom atmosphere from boring into enjoyable situation by applying word chain and spelling game. Spelling game is literally implemented to improve students' English spelling ability, Nurhayati (2012) used concentration game and tell a story game in improving students' English spelling ability. It is noticed that instead of applying spelling game, concentration game tell a story game can be substitute games to improve students' English spelling ability.

According to Ruis (2009: 2), Instructional media is the assistance for instructors to handle the teaching and learning to form an instruction, send a message to the students, and fortify them to memorize. It can be described that the media helps

instructors convey speaking material to hospitality students.

It can be concluded that the students can clearly understand the speaking material by using media. By utilizing media, the students will be more inquisitive about the lesson. And by utilizing media, the instructors will show the material effortlessly and more pleasant than only conveying it in a traditional way.

    i.   The Teaching Media Function

During the teaching speaking, media utilization makes learning speaking gets to be more curious and can make a great classroom atmosphere. Moreover, Smaldino et al., (2007: 12) elucidates five media roles in teaching process including:

    1.   Thematic Instruction

The instructors' ways to organize the teaching instruction around the

topic is well-known as thematic instruction. Thematic instruction (8

approaches project) involves organizing curriculum around the interesting topic that crosses all learning domains such as receptive and expressive language development. By

implementing thematic instruction, the students are able to explore the topic simultaneously over a number of days, weeks, or months. Nevertheless, the instructors must be inventive in conducting fun teaching themes to direct the students to get the subject effectively.

2. Portfolios

A portfolio is students' work collection depicting development over a time period. Portfolio involves students' output such as paper. As a rule, after the instructors give a task within the classroom, they submit the portfolio. Portfolio in speaking is normally in the form of conversation script, video performance, etc. Therefore, a portfolio is exceptionally advantageous for students to ensure that they get the speaking material.

3. Distance Education

According to Mary Burns (2011: 9), distance education is a planned learning experience or method of instruction characterized by quasi-permanent separation of the instructor or student(s). In system of distance instruction, communication is done via printed or electronic device.

4. Instructor-directed learning

General media usage in the teaching atmosphere is additionally supported in class. Definitely, great media can improve and advance learning instructor-based instruction learning. In the meantime, Ormrod (2015: 291) stated instructor-directed learning includes expository instruction in which information is presented in essentially the same from those students are expected to learn it.

5. Learner-directed learning

The media is successfully conducted for informal instruction in which an instructor has no time to attend the class. Media is habitually bundled for this aim; recorded teaching objectives; the direction in accomplishing the given teaching objectives; organized material and given self-evaluation rules. It can be concluded that the media features a noteworthy part within the teaching speaking preparation. By utilizing media, the students will be more dynamic and imaginative. In addition, the media gives the setting, meaning, and clear direction which encourage the students excited to

learn speaking. Therefore, it is expected obviously that the media is vital and required for the instructing preparation.

ii.   Media of Teaching Types

There are different sorts of media that can be utilized within the instructing preparation. The instructors must know what fitting media for the students within the teaching-learning speaking. Patel and Jain (2008: 58) classified teaching media including audio media, visual media, language laboratory and computer assisted learning. Managing various teaching media is important because if the teachers are not smart to manage and combine various teaching media, the students will be bored with the lesson (Nurhayati, 2008: 5). Her theory looks different with the condition in preliminary research which seems need enough fund to afford more teaching media. In preliminary study, there are unfortunately no language and computer laboratory to support Study Hotel Executive students' learning. However, they have been facilitated enough by using laptop, LCD Video Projector, and sound system. The researcher noticed that the instructor only uses a whiteboard, LCD projector and camera recorder to record students'

speaking performance. In this case, the researcher was curious on how the instructor teaches speaking well by using the available media. Therefore, the researcher's plan to help them improve speaking is self- motivation. Having incomplete facilitation, the researcher suggests the instructor to ask the students to speak up in everywhere they encounter international tourists. They can meet foreigners to speak with through recommended application during self-quarantine of COVID-19.

H. The Goal of Teaching Speaking

One of the instructors' foremost concerns is how to help students speak up. This   case, speaking   proficiency   has accepted   great   attention   among English instructors and the students. It is since speaking could be a critical portion of the English learning. According to Bahrani, et al., (2012: 25), the major objective of instructing speaking ability is communicative proficiency.   In communicating efficiently, the interlocutor delivers and interprets the message quickly and ensures that the hearers are allowed to receive the message. Therefore, English students must be able to make themselves understood by the interlocutors while speaking. They must attempt to avoid doubt in conveying a message due to flawed articulation, language structure, or choosing English word. In line with this, the

general feature of numerous English classes is the main emphasis of English learning framework. English words and language structure appear to urge more noteworthy consideration for the students, the mistake of choosing vocabulary and grammar creeps them out. According to Bashir et al (2011: 39), to assist students create communicative effectiveness in speaking English, the instructor can instruct them successfully strategies of speaking by utilizing minimum responses, recognizing scripts, and language to talk about language. In order to be able to speak English regularly within the hospitality field, these instructions help the students a lot.

H. English for Specific Purposes

According to Jeremy Day et al (2011: 6), ESP (English for Specific Purposes) includes instructing and learning the particular skills and language required by specific learners for a specific aim. A skillful aim is categorized as the P in ESP – a bunch of abilities is presently needed by the students for their job or professional career. This wide definition can be taken to incorporate verbal abilities like talking in foreign language to guide international guests. In the hospitality field, work test preparation like Cambridge PET or first Certificate is not more often than not considered as ESP in spite of the fact that there is a certain reason to study; it has been done for scoring. In fact, ESP

tests exist but they tend on the students' capacity to arrange to be effective at work, instead of simply their English level. In theory, all learners need required ESP and will get benefit from their suitable course. But in practice, there must be a compromise in which the students with the same needs can be grouped simultaneously. Therefore, as an instructor, it is easy enough to teach English in the classroom such as English conversation subject for hospitality students at Study Hotel Executive in which all students have the same needs.

According to Bloor and Bloor (1986) as cited in Basturkmen (2008:17), instructing a particular assortment of English (ESP) can begin at any level involving English apprentices. In addition, learning from the particular assortment of English (for the case, English for specialists, English for hospitality), is exceedingly viable as learners obtain structures in connection to the run of implications in which they are

utilized in their scholastic, work environment, or proficient majors. It means that ESP is understood as preparing students to speak English hospitably particularly for specialists, and the ESP course plan key feature is that the syllabus is based on the students' requirements.

I. **Hospitality Characteristics**

The hospitality term is determined from Latin word

hospes, it implies visitor, guest, or hotel staff who give convenience arrangement for a visitor or guest. According to Kapur (2018: 2), hospitality is named as the relationship between guest and owner; it is the work of being approachable. In other words, hospitality is additionally recognized as an affable work of care and politeness to whoever is in need. Particularly, this involves reception, greeting, and entertainment for guests with pleasure. The main meaning of hospitality management shows kindness to treat guests.

In line with Kapur (2018: 3-5), the characteristics of the hospitality have been stated as follows:

a. Intangibility

The hospitality brings out the intangible comes about which cannot be investigated, felt, recognized, experienced, and listened before they are obtained. When the staff gives hotel room for visitors, in this case, the room is not physically brought or appeared to them. The room is not actually for sale but just for rent; therefore, the hospitality industry items are intangible.

b. Inseparability

In the hospitality industry, especially hotels, effective

communication is considered an obligation between hotel staff and guests. So as a transaction can occur, the hotel staffs' attitude and quality service must be developed to please the guests; for example, in a hotel and cruise ship, the rooms and food must be excellent. However, if the staffs do not give full service, all guests will not feel satisfied and complaint.

c. Variability or Heterogeneity

Services are in a general sense variable since their prominence depends upon who give them and where and when they are made accessible; within the conveyance of services, the human assets play a crucial role and they ought to have the desired information and aptitudes that are basic in catering to the requests and prerequisites of the clients, for illustration, it is the work of the room cleaner to keep the room clean, on the premise of one's services and conduct one can lead to clients' satisfaction.

d. Perish ability

In hospitality management, the uninhabited rooms are considered to be perishable so that services cannot be served, and the hotel management cannot serve the empty rooms to guests. In order to make the rooms stay in a good situation, the researcher suggests the service provider clean and tidy up the rooms every day.

e. Fixed Supply

Settlement services such as hotel, guest house, motel, resort, and cruise ship that give rooms and settlement for individuals when they travel or visit distinctive itineraries, sometimes own a limited number of rooms; all accommodation services vary in their room, its furniture size and different service. However, it is essential for them to be able to satisfy the guests. Services, facilities and rooms at hotels are continuously settled.

f. High Operating Prices

The Hotel Association Chairman, Hariyadi Sukamdani (2019) complained about the high price of airline tickets causing a low number of hotel guests in Indonesia. He proposes the complaint directly to the President of Joko Widodo. He says, the increasing airline tickets price until 40 percent causes the low number of local hotel guests. Consequently, they choose to travel abroad because the international flight is cheaper than domestic flight. This condition causes a decrease in hotel guests until 20-40 percent. Therefore, he suggested Jokowi to stop the aviation fuel monopoly conducted by *Pertamina* and eliminate cartels in the disposal business in Indonesia. He is sure that his proposal will make the price of domestic flights more competitive so that the

number of hotel guests can increase. The researcher hopes the government can solve the problem soon towards this condition by giving chance to other companies to sell aviation fuel at competitive prices.

g. Seasonality

Seasonality or regularity implies changes in products, benefit or acquiring structures which occur definitely at given events for a long time. In making products and managing positions, regularity is characterized as regular variety in a cost-effective or commercial action which occurs on a customary premise for a year as a result of changes in natural conditions, occasions, and vacations. Regularity demonstrates the subject matter of varieties of request or supply within the tourism industry which are influenced due to natural climate conditions, open and school occasions. Regularity in hotels, resorts, and motels includes varieties in number of visitors, inhabitant rates, and a number of days.

Therefore, hostelry management should take into consideration those seven characteristics of hospitality above based on the current situation in order to enhance the room service to attract the guests.

J. Novelty from Previous Research

Some previous researches were conducted related to the

hospitality field especially in identification of teaching speaking. The first previous research conducted by Arie Hadisantoso (2011) A Study on Teaching English Speaking for the Tenth Grade Students of Tourism Vocational High School Pariwisata Bhakti Wiyata Kediri. The result of this descriptive qualitative research was noticed that the teacher, school, instructional material, speaking technique, and classroom management were well prepared. Actually, Hadisantoso found that role-play, discussion and story-telling are effective techniques for the students of SMK Bhaktiwiyata Kediri, they all often use English speaking as the effective communication as the harmonious activities between hotel business and instructional subject. In managing a classroom, the teacher could easily handle 21 students in one class by moving around the students' seat. It was noticed that not all 21 students speak English fluently so that the teacher should talk friendly to her students personally about the English speaking difficulties.

The second previous research conducted by Melli Yanti (2017) Improving Students' Speaking Skills through Think-Pair-Share Technique. Yanti stated that Think Pair share is one of Cooperative Language Learning (CLL) approaches which is utilized to instruct agreeable exercises such as sets and little bunches of students

within the classroom and it gets to be a way of advancing

communicative student-student and student-teacher interaction. Her explanation is bolstered by Wallace, Stariha and Walberg (2004: 14) that working together in twos, threes or bigger bunches can encourage quicker communication. The result appears that there was advancement in each cycle after applying TPS method within the classroom. The students' accomplishment within the first cycle was categorized as destitute to average and students' accomplishment within the second and third was categorized as average to great. The enhancement can also be taken note by the activeness of students' inclusion in speaking exercises whereas instructing speaking. In this manner, TPS procedure can be connected by the instructor as an elective to move forward students' speaking ability.

The third previous research conducted by Siska Amelia Maldin et al (2018) Stepping Up the English Speaking Proficiency of Hospitality Students through Video Blogs (Vlogs). This qualitative research showed that most students emphatically reacted to video project implementation. Based on the observation, most of them

concurred that the projects were not difficult to do and they might show their inventiveness in making video. Most students emphatically reacted to make a video project and they did not feel bored to make the video. On the other hand, it was moreover taken note that as it were 1 to 2 students from each

major who discover it troublesome to make video projects were due to less coordination and participation whereas making the video not on the premise of their capability.

Based on those previous researches, there are some points in practicing teaching speaking for hospitality students that are not included yet. The first is missing syllabus; curriculum and lesson plan for one semester as appendices even though they are mentioned in chapter 4. The second and third is students' response on how the teacher teaches speaking. In this thesis, the researcher observed practices in instructing speaking for hospitality students at Study Hotel Executive Kediri including

students' response and the instructor's preparation covering curriculum, syllabus, and lesson plan. The instructor in this research used slightly different teaching speaking techniques which are implementing role-play and using games to lighten up the classroom atmosphere. Reviewing the practices in teaching speaking, the students stated their point of view that Mr. Rudy teaches speaking well in a fun way, he also teaches speaking by using word chain and spelling games. If the students made mistake, Mr. Rudy corrected his students' utterances and asked them to implement the

right vocabularies in real life. Mr. Rudy always gives opportunities to his students to

speak up in order to be able to normalize themselves to speak English confidently.

Therefore, in this research, the researcher is curious about how the instructor teaches speaking for hospitality students at Study Hotel Executive and she hopes the result shows that the teaching speaking has a good value for specific purposes. This ongoing research emphasizes on how the instructor teaches speaking and values his students' result.