

CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDINGS

This chapter describes data presentation covering the data about the instructor's preparation, practices or activities, what the instructor and the students do in speaking class, and research findings about teaching speaking at Study Hotel Executive Kediri that were found in interview and classroom observation. The last section of this chapter deals with core findings in tabular form of teaching speaking covering instructor's and students' practices in speaking class.

A. Data Presentation

According to Nurhayati (2020: 86), data interpretation can be defined as a form of activity in which it has purpose in gathering a result from analysis with various particular questions. The data interpretation aims to highlight the real significance of the materials in context, understand the implications of the data, provide clues to the conclusions and recommendations of the research, point out the biggest values from the research and important generalizations.

1. Preparation

In this subtopic, the researcher describes the findings of the research in detail. It deals with the answer of the formulation of the problem in chapter I which elaborates how the instructor prepares the teaching of speaking and how the students prepare themselves for the speaking class in English conversation subject at Study Hotel Executive. It can be seen that the formulation of the problem cannot be separated from the instructor's strategies. Study Hotel

Executive Kediri implements lesson plans as the main step of preparing teaching speaking supported by English curriculum and syllabus. It turns out that lesson plan is prepared by the institute then it is submitted to the instructor so that he just reads and analyzes the lesson plan before entering class. Not only does the instructor prepare the teaching speaking, but the students also prepare learning speaking at home. According to the interview, students' preparations at home before joining the speaking class which is guided by Mr. Iwan Rudyanto are preparing an outline material of issues to cover in class, memorizing the material which was taught, making a list of questions based on material to use in class, and reviewing lecture notes for the week. The students definitely learn the material at home in order to get ready when Mr. Rudy is explaining it. Well, they usually ask Mr. Rudy if they do not understand the material so that he can directly help and they can also practice what material which has been taught orally. Therefore, practicing speaking with relatives at home definitely improves speaking. The instructor's preparation of teaching speaking is stated as follows.

1) English Conversation Syllabus

Westbury (2008) defines a syllabus as a "guide" to the curriculum while Schwatz (2006) describes the syllabus as a "written curriculum" that acts as an action oriented "guide" or "tool" for teachers. Therefore, syllabus and curriculum are interchangeable. Study Hotel Executive uses English conversation syllabus covering based competence, standard competence, materials, indicator, source of study such as teaching materials, students' worksheet and PowerPoint, and ninety minute times allocation for each

meeting. These are implemented in ten meetings.

In the first meeting, with “greeting” as basic competence, the students are hoped to understand how to greet friends and others, introduce themselves, and ask someone on the phone. In the second meeting, with “asking about people” as basic competence, the students are hoped to be able to find out about people by asking their name, asking for and giving clarification, giving occupation address and phone number, and giving explanation about family. In the third meeting, with “asking for or help” as basic competence, the students are expected to be able to ask questions as well as give politely about favor or help. In the fourth meeting, with “asking prices” as basic competence, the students are hoped to ask and give explanation about price. In the fifth meeting, with “describing place” as basic competence, the students are hoped to describe and give direction about place. In the sixth meeting, with “something about time” as basic competence, the students are expected to be able to ask and explain about time including frequency, month, date, and flight. Seventh meeting continues describing place material in meeting five to discuss more about giving direction about place and other. In the eighth meeting, with “apologize” as basic competence, the students are obligated to ask and accept apologizing, and refuse invitation. The next meeting is “hobby” as basic competence, the students are hoped to practice their hobbies and ask about someone’s hobbies. In the last meeting, with “job” as basic competence, the students are hoped to ask someone’s job, make an application letter and curriculum vitae.

The detail of English conversation syllabus is attached in appendix 1 page 89.

2) English Curriculum

Curriculum is simply what is taught and learned in schools (Kelly, 2004). Study Hotel Executive uses English conversation curriculum covering materials and ninety minute times allocation for each material in one meeting. (see Appendix 2 page 90).

3) Lesson Plan

The researcher obtained English lesson plan which is going to be applied by Mr. Iwan Rudyanto to teach speaking of English conversation subject. Analyzing lesson plans is the early instructor's strategy to facilitate the students' progress within teaching speaking. According to Harmer (2001: 25), teachers act as organizers to give the students information, tell them how they are going to do the activity, put them into groups or pairs, and finally close things down when it is time to stop. In terms of telling the students about the speaking activity which is going to be delivered, the instructor's prior role in making lesson plans cannot be overlooked in order to overview the lesson. Not including evaluation in the lesson plan, the researcher suggested the instructor to join teacher organization or teacher community in each local area in which they can regularly share ideas on syllabus, lesson plans,

teaching material development, teaching learning programs and processes, teaching techniques and media, assessment, and many more. This suggestion is agreeing with Nurhayati (2018: 93).

Based on curriculum and syllabus, inserting a particular theme or subject matter in detail is part of developing an implementation plan. Lesson plans cover school or institute data, subject matter, semester, time allocation, learning objectives, core competence and indicators of achievement of competencies, learning materials, media tools, learning resources, measures of learning activities and ratings (Ardiyanto, 2017: 27). Lesson plans of English conversation subject in Study Hotel Executive cover core competence, based competence and competence achievement indicators, learning objectives, learning methods, and teaching learning steps. The detail of the lesson plans from meeting one until meeting four are attached in appendix 4 page 94. The following is the lesson plan sample on the first meeting.

1. Core Competence

In core competence, students are anticipated to be able to practice the lessons of their faith. Understanding, applying, and analyzing real, conceptual and procedural according to their interest about science,

innovation, craftsmanship, culture and humanities, national, state and civilization bits of knowledge related to the causes of occasions and phenomenon in specific fields of work to solve problems. Core competence and indicators of competence achievement are stated in appendix 3 page 91.

2. Teaching Materials

In connection with the material which must be mastered by students related with lesson objectives, the material must be extracted from various learning sources related with achieved competencies. The materials that the researcher observed in the first meeting are greeting friends and others, introduction, and asking for someone on the telephone.

3. Learning Methods

Strategy and teaching implementation cannot be separated when the design of teaching activities to reach certain goals is the instructor's strategy, while the teaching method is implemented within formulating the strategy. Thus, procedures and teaching learning strategies ought to be outlined based on the teaching goals. Based on the lesson plan, learning methods that are implemented in Study Hotel Executive are presentation, question and answer, simulation, and case study.

4. Instructing and Learning Steps

Based on the teaching plan, teaching activities normally start from pre, whilst, and post activity, these are implemented in ninety minutes. In pre-activities, the instructor greeted the students by saying greetings when entering class and praying according to their own beliefs and checking students' attendance. In the whilst of the activities, the instructor gave the material about greetings. In addition, after the instructor explained the material, questioning and answering techniques were put in place. In question and answer section, the instructor gave chance for students to inquire him if they do not get materials that has been explained, gave feedback related to the materials that has been explained to engage the students to join in thinking and analyzing how far the students understand the materials, had the students answer the questions, gave exercise to students related to the materials described, and concluded the information which was conveyed from today's learning outcomes. After concluding the information in post teaching, the instructing learning speaking was finished with the trust that they would learn harder to be better in the future.

2. Practices in Teaching Speaking

Teaching speaking to hospitality students aims to support fluency and understanding in English communication effectively (conversation) within hotel service or daily activity. The main purpose is to increase communication ability in order to support the improvement of the hospitality industry. It is reinforced by the theory of Bobanovic and Grzinic (2011) who stated that English shows up as an obligatory necessity to communicate with future clients inside the necessities to supply a great benefit. For this reason, the advancement of English abilities is basic for a great communication. Based on the investigation, the discoveries of this investigation can be seen that instructing steps in English conversation subjects at Study Hotel Executive involve pre-teaching, whilst-teaching, and post teaching with ninety minute times allocation for each meeting. In the interview section with the students, one of them expressed her opinion subjectively of how the instructor teaches speaking and her speaking progress.

“Mr. Rudy mengajar speaking dengan sangat baik dan dengan cara yang menyenangkan. Beliau mengajar speaking juga melalui permainan. Apabila siswa melakukan kesalahan, Mr. Rudy selalu membetulkan ucapan siswanya serta meminta siswanya untuk menerapkan siswanya menggunakan kata-kata yang telah dibetulkan. Mr. Rudy selalu memberi kesempatan kepada siswanya untuk berbicara sehingga dapat membiasakan diri berbicara dengan bahasa Inggris dengan percaya diri. Saya banyak mendapat kata-kata baru dari Mr. Rudy sehingga kosa kata bahasa Inggris saya lebih banyak dan lebih lancar berbicara dalam bahasa Inggris”. (Firda

Arima Dewi)

“Mr. Rudy teaches speaking very well and in a fun way with games. If students make pronunciation mistakes, Mr. Rudy always corrects their words and has them pronounce the words correctly. Mr. Rudy always gives his students the opportunity to speak so that they can get used to speaking in English confidently. I got a lot of new vocabularies from Mr. Rudy so that speaking English is more and more fluent”. (Translated)

According to the interview, she stated subjectively that Mr.

Iwan Rudyanto teaches speaking very well and in a fun way with games. He gives the students the chance to speak in English, rectify their elocution or pronunciation as well as gain their vocabularies so that it is no wonder that Firda’s speaking is getting fluent.

1) Meeting 1, Monday, July 13, 2020

The researcher noticed that teaching materials on the first meeting are greeting and introduction. In pre-teaching, the instruction led the students to pray together, greeted “How’s life” and introduced himself, Mr. Iwan Rudyanto. After that, he gave a simulation before starting the lesson, Rudyanto (2020) said that not all foreigners understand English by assuming that only three countries who speak English as first language in this world including America, England and Australia. His statement is slightly different from English wikipedia which mentions that English speaking countries are England, America, Canada, Aussie,

Ireland, and NZ. In addition, the Philippines which speak English as a second language is the biggest rival among Southeast Asian countries to work in cruise ships. The instructor told the students not to be surprised when talking to non-English persons from some Western nations such as Germany, Italy, Spain, France as well as the other advanced countries because English is not their language priority. He exemplified that foreign workers in Taiwan and the Middle East must be able to speak Mandarin and Arabic instead of English. Therefore, he advised the students not to get offended if they find international guests who are angry just because they do not understand English. In the middle of his speech, Mr. Iwan added funny story that while he was looking for breakfast with an Italian in Kediri, the Italian wanted to eat fried rice by saying “I’m very like fried rice” anyway the correct one is “I like fried rice so much”, “I do like fried rice” or “I like friend rice a lot”.

In whilst-teaching, the instructor presented greeting materials including good morning, good afternoon, and the difference between good evening and good night. According to the instructor, the greetings change. For instance, “Good morning is commonly used from 5:00 a.m. to 12:00 p.m.

meanwhile “Good afternoon” time is from 12:00 p.m. to 6:00 p.m. and “Good evening” is often used after 6 p.m. or when the sun sets. He also stressed that greetings can be used to ask someone’s news such as “How do you do?”, “How are you?”, “What’s up?”, and “What’s cooking?”. According to Cambridge Dictionary, “what’s cooking” is an old fashioned slang which is used to ask about what is happening or what someone is planning such as “Hi there! What’s cooking? Are we going out?”. According to Maudy Ayunda (2021), there are five ways to greet someone in English: 1) Hey, what’s up? How is your day going? 2) Hi! How are things? How is life? 3) OMG it’s been so long! It is so good to see you! 4) So tell me, what’s new? 5) Hey! How is it going?, @queenzonarc (2021) commented that her greetings version that she got since elementary school are “hi how are you”, “I am fine thank you” and you?, while the rests just commented by expressing thank you. Here we can learn that English is a diverse in every country with different dialect. Furthermore, the material is taken from the module, Conversation For Floating Hotel (see appendix 6 page 103).

Activity 1

A. Greetings

Notice the different ways you can greet a person, according to the situation and the age of the person. (See

appendix 6 page 103)

The second material is an introduction covering greeting, self- introduction, and describing family members. All fifteen students wrote the outline and asked the instructor for help before coming forward. The result shows that three students got B+ score and only a student who got a remedial score (B-).

a. Students who got B+

1) IH

“Good morning a friend, my name is I. I have I think a lot of hobbies first is sleeping, watching movie specially marvel movies and harry potter. And I don’t have any siblings, only me, my family, thank you”.

The instructor corrected that the word “think” is used to state opinion instead of fact. He also advised his students to have good hobbies because sleeping is not a hobby; it is precisely a necessity of life.

2) MR

“Good morning friends. On this occasion, allow me to introduce myself, my complete name is MR and everybody call me R. I was born at Sidoarjo, 30 March 2001 and I’m now 18 years old. I was graduated from the SMAK 2020. My favorite food is meatball, I love very much meatball and my hobby are singing and reading poetry, you know poetry? My favorite song is all of me from the John Legend and my favorite poetry is *Membaca Tanda-tanda* by Taufik Ismail. I have only one sister, her name is ARAH, now she is seven years old and I’m from Blitar, do you know Blitar? And do

you know Sirah Kencong? Sirah Kencong is waterfall you know? Do you want to going Sirah Kencong with me? Okay, I think enough and thank you for attention”.

The instructor corrected that “everybody call” should be “everybody calls”, “at Sidoarjo” should be “in Sidoarjo”, “you know poetry?” sounds common in informal speaking but it sounds ungrammatical so it should be “do you know poetry?”, and the last one is “to going” should be “to go to”. In addition, “on this occasion” is fine but it is a bit of an odd way to use that phrase in the context because native speakers would not say that, they would just say “Allow me to introduce myself”.

3) FAD

“Good morning friends. Let me introduce myself to you my name is F. I am 20 years old and I live in Kediri city Mojoroto village Kh. Ahmad Dahlan street number 55. My hobby is playing freefire. My favorite food is noodle and my favorite drink is mineral water. I live in here with my grandmother because my parent in Surabaya and in Bandung and I don’t have brother or sister. I think is enough thank you for your attention”.

The instructor corrected that “parent” should be “parents”.

b. Student who got B-

1) ASN

Before remedy

“Me name is A, I left in Tulungagung”.

He was thinking a lot to grasp vocabularies while introducing and he said many wrong words such as “me” and “left” that should be “my” and “live”. The instructor tolerated grammatical errors, not word errors.

After remedy

“Good morning friends. My name is A, I was born in Tulungagung, I am 19 years old. My hobbies are playing

games and football. I live in Tulungagung, I like fried chicken food and drink coffee, thank you”.

To measure the students’ understanding about the materials, the researcher picked random students to be questioned about self-introduction and how to greet friends and others in American considering that the instructor used American accent.

“Well American is not a language (giggled) but hi or hello is fine”.
(Alexander)

“Oh okay you say “Hello, my name is Pretty. What is yours?”.

Then they say what their name is then you say “I love your name, how are you doing today””. **(Phillip Michael Lattimore)**
Alexander and Phillip Michael Lattimore are pseudonyms.

According to the interview, Alex and Phillip explained the materials in a casual way. During introduction section, the instructor revised his students’ performance such as pronouncing the words “introduce, brother, August 23, and June 2nd”, emphasizing that “I want to” is less polite than “I would like to” as well as explaining “color/colour” in both American and British style. At last, he gave a clue that “rice cake” means *lontong* in Bahasa. Anyway, according to google, rice cake is puffed rice and tteokbokki (Korean hot and spicy rice cake) appears on top of google search.



Lontong



Tteokbokki

Talking about American and British accents, they must be mastered by hospitality students considering that international guests come from all over the world.

The following activity is applying word chain game to boost students' vocabulary skills. The word chain game was concocted within the late 19th century by Carrol (2007: 4), creator of Alice and Wonderland. He also stated that word chain is a kind of diversion proposing to progress the players' capacity in mastering vocabulary or words. Besides, Hemscott (2007: 4) expressed that, "it is also an aid to spelling, playing word games help create an interest in words and their spelling. In playing word chain game, students are able to make the final letter of the last word into a new one. The researcher noticed that the words are outfit, tear, range, ear, roast, toss, and so on.

In post-teaching, the instructor advised the students to join international groups to practice English by making voice notes frequently, not just to be silent members. In addition, he warned to block Middle East and South Asian guys especially Pakistan, Bangladesh, and India because they are mostly perverted and caused many casualties by being love scammers. His advice leads to public opinions especially from people from these countries since the instructor asked this case to foreigners on tiktok and snapchat.

"Bruh does not mean everyone is like that tho". (**Tanisha**)

"Huh? Weird how people believe everything they see on the internet". (**Mansi Sohal India**)

"There is so much scientific evidence to what shit you read". (**marsh._mallow**)

"Aren't you also from a South Asian country? Do not make stereotypes about other countries". (**@ahuman248**)

"He cannot say that more than 2 billion people are like this oof". (**Sefat Ahluwalia India**)

"Ok but girl what the hell is wrong with you? You stereotyped South Asians and then thought it was ok". (**Xenon**)

"To sacrifice my own life for India". (**@xan150**)

"Nice opinion, next time to keep it to yourself". (**Laura**)

“I really do not think she is normal”. (**Arya**)

“LOL everyone has different personalities, we cannot judge them because of their country”. (**Brayan William New York**)

“They do not have to be blocked because not all of them are like that (only certain people)”. (@**jahra896**)

“I do not agree of blocking all people from there because not all of them use social media for being scammer, they also seek friendship”. (@**liadewil**)

2) Meeting 2, Monday, July 20, 2020

In the second meeting, the instructor split the materials into two sections, they are offering help, compliments, giving information, refusing help for the first section and giving direction for the last section (these materials are attached in detail on appendix 7 page 104). Based on the lesson plan, giving information material tends to describe the based competence which is “asking about people” including their name, occupation address, and telephone number. The first material namely offering help is highly associated with one of hospitality characteristics which were pioneered by Kapur (2018: 2), variability or heterogeneity (back to chapter II). Variability or heterogeneity refers to varied hotel services because their eminence relies on to whom, where and when they are accessible. In reliable delivery service, human assets play an essential part and they must have the essential ability of getting information to fulfill the guests’ request and needs, for instance, keeping the room clean is the room cleaner’s job, good work can lead to customers’ satisfaction.

In pre-teaching, the instructor greeted the students then a male student led his friends to pray together. After praying together, the instructor brainstormed the students by asking their daily activity such as “what time did you go to bed last night?” and “how many boyfriends do you have?” as a joke. Some of

them did not answer his spontaneous questions correctly so that the instructor guided them to respond by replying “I am sorry” and “pardon” to get the speaker to repeat the question because responding “what” and “repeat” or “repeat please” are commonly used for close people. He also appealed to practice English perfectly by answering completely, for instance, answering the question “what time did you go to bed last night?” with the answer “I went to bed last night at 10 pm”. In addition, he gave flashbacks on how to pronounce English alphabets; Rudyanto (2020) stated that English alphabets are important to be discussed because learning English words will be difficult if they are only voiced without text. This lesson is important to be used for asking the international guests to spell their name.

In whilst-teaching, the instructor explained the first four materials by having the students define the meaning for each material in Bahasa, they are offering help (*menawarkan bantuan*), compliment (*pujian*), giving information (*memberi informasi*), and refusing help (*menolak bantuan*). In defining compliment, one of the students supposed that it meant complaint, so the instructor spontaneously distinguished between complaint as a noun and complain as a verb. In English conversation, the instructor advised the students not to say “no” in refusing help and invitation, for instance, when someone asks “what about having dinner tonight?”, it is better to reply “it is good but another day”. Because of feeling sure that the students understood, the instructor had them do paired work and gave them 15 minute times to discuss. After a few minutes, he offered himself to be their partner if theirs were not ready to come forward. The result shows that 1 student got A, 2 students got A-, 2 students got B+, 6 students got B, one student got B- after remedy, 2 students got C, and 1 student got none because she did

not attend the lesson.

Student who got A (IH)

The instructor chose

“giving information”

FAD : Hi, good

morning.

IH : Good morning.

FAD : I am F, I am your neighbor and nice to meet you.

IH : Oh It's nice to meet you. *It's supposed to be nice to meet you too.*

FAD : Oh ya, I want to go to the market, because I am new, I do not know

where is th

It should be “I do not know where the near market here” and “Could you tell me where the near market is?”.

Ida : Aaa, a market? From here, you can go there umm in front of post office.

Yeah, that is the market. (She explained

it with the gesture) FAD : Thank you.

IH : Yeah, you are welcome.

In the following material, he explained many things about giving direction by presenting the following suitable vocabularies. (see appendix 7 page 107)

I live on Mawar street

I live at Mawar street number 2

In explaining compass (see appendix 6 page 103), the instruction gave clue on how to memorize the directions easily by emphasizing on the first letter such as South means *Selatan* in Bahasa and

East means *Etan* in Javanese. After explaining giving direction material, the instructor had the students describe their way home to school and gave them 15 minutes to prepare. The present result shows that 2 students got A, 4 students got A-, 1 student got B, and the rest would present next Monday because of limited time.

Students who got A

1) IH

I want to show you how I came here. I live in Krass village and I go there it takes around 30 minutes and I come here by motorcycle. First, I go straight and meet a crossroad, I turn left and go straight again until I meet a highway and I turn left again until I meet a traffic light, it take about 2 km and I turn left again until 5 km and I pass a bridge, I go straight again and turn right until I meet a traditional market and I go straight until I meet traffic light and at the end I reach my campus and thank you.

The instructor corrected that “came” should be “come” and “take” should be “takes”.

2) MR

Hello friends. I am R, I would like to tell you about my direction from my boarding house to the campus, it is called SHE, Study Hotel Executive. First, you turn right and pass on go ahead and then until 5 km, you will pass umm Indomart and go ahead must to stop in the traffic light go ahead till the second traffic light you left and until 3 km you will met a traffic light and the finally in the front you meet campus, that's it, thank you.

The instructor corrected that “pass on” and “the” should be omitted, “must to” should be only “must”, and “met” should be “meet”.

After giving feedback on students' performance, the instructor applied a spelling game in order to support the process of speaking learning in the classroom. Spelling Game is one of a kind of technique which can be utilized by the instructor to instruct English words by spelling. Because it is expressed by Rippel (2009) that great spellers are basically those people who learn the foremost viable spelling techniques: phonetic, rule-based, visual and morphemic. Thus, viable effective spellers use these four strategies while helping students to be better spellers. The researcher wrote down in capital letters that the spelling words are CAR, SHE, TAKE, MONEY, BELT, FOOTBALL, FAN, PENCIL, CURTAIN, COUNTRY, WALL, WELL, WILL, EGG, CHICKEN, BUTTERFLY, PLANE, BOARD, CABLE, MOUNT, SNACK (the instructor distinguished how to pronounce "snack" and "snake"), WALLET, WINDOW, PILLOW, INK, SKY, BIRD, CLOUD, SUN, STAR, GHOST, CALENDAR, THIRTY, TWELVE, THOUSAND, and SWIM. According to Rudyanto (2020), having good spellers help you grasp the international guests' name by asking them to spell theirs, he also claimed that French names are difficult to pronounce such as Midi-Pyrénées and Franche-Comté. To sum up, the students gave responses on how the instructor applied the word chain and spelling game. Eight of out nine students stated that these academic games liven up the classroom atmosphere to be fun and not boring, while the rest stated that they gained her speaking achievement.

In post teaching, before leave-taking, the instructor challenged his students to speak English for 24 hours at home even if their family members do not speak English.

3) Meeting 3, Monday, July 27, 2020

In the third meeting, the instructor continued the previous

meeting's material about giving direction and started new material about job interviews. In pre-teaching, Mr. Iwan Rudyanto welcomed with greeting "good morning" and "how are you?" then a male student led his friends to pray together. After praying together, the instructor asked the students if they are ready to come forward describing their way home to school in terms of giving direction material.

In whilst teaching, the instructor called the students one by one to come forward continuing their turn. The result shows that 2 students got A, 4 students got A-, 8 students got B, 1 student named MTL got zero score because she relocated to Yogyakarta, Central Java with her uncle so there were only 14 students in the class. It can be concluded from the result that the best performance was still appreciated to IH and MR. The following material is a job interview; the instructor gave guidance of how to answer interview questions properly. He explained that every company has different versions such as answering the question "what is your purpose to work here?" with long answer is wrong, they only need a clear short answer which represents the position which the applicant is willing to choose. After that, the instructor shared a job interview script via WhatsApp group to be discussed together by translating them into Bahasa. After discussing the interview script, the instructor gave several tips to beat interview nerves: 1) be well prepared, write down the interview questions come to mind and practice answers to anticipated questions aloud with a partner who can give honest feedback 2) arrive early and relax 3) think positively and confident 4) consider the interviewer as friend in order to get rid of nerves 5) focus on your strengths and your purpose, and 6) breathe and take time. Therefore, there are six ways to beat interview nerves that must be paid attention by hospitality students. The following are the examples of job

interview question lists given by the instructor, the researcher also included the students' interview results left in her draft, it can be seen that the instructor gave the same questions with different words. (See appendix 8)

After discussing job interview questions, the instructor gave 15 minute times to the students to be interviewed. The present result shows that 1 student got A-, 4 students got B, 1 student got B- and the rest of the students would have remedial tests in the next meeting due to limited time. The following is an interview sample by the best performance, MR.

Table e.1 Interview Result with MR

No.	Questions	Answers
1.	Tell me about yourself!	Good morning sir, my name is Muhammad Rizal. I have been in the customer service industry in Grand Surya Hotel for the past five years.
2.	Why are you interested in working for this company?	I think your company is doing great things, so I want to be a part of it.
3.	Why should we hire you?	I am a hard-working man with a demonstrated track record
4.	Tell me about your education background!	I graduated from Study Hotel Executive Kediri in 2020.
5.	How much salary do you expect?	10% higher than the old company.
6.	Why are you leaving your present job?	Because of looking for better opportunities in order to enhance my skill set.
7.	Why do you want this job?	This work could be a great fit for what I have been doing and getting a charge out of all through my career.
8.	What are your strengths?	I have a greatly solid work ethic.
9.	What is your greatest weakness?	When I work on a project, I cannot meet deadlines. Rather, I prefer to finish the project well ahead of schedule.
10.	How do you deal with stress and pressure?	I really work superior under pressure, and I have found that I appreciate working in a challenging environment.

11.	What are your objectives for the future?	My long-term objectives include developing a company in which I can continue to improve, do additional duties, and contribute as much as effort as I can.
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MR showed that he answered the questions spontaneously with good pronunciation. Meanwhile, during students' performance, the instructor showed 17 important vocabularies as well as their meaning in Bahasa.

Table e. 2 Vocabularies added by the Instructor

Giving direction		
No.	Vocabularies	Meaning
1.	Mosque (noun)	<i>Masjid</i> , the building for Islamic religious activities and worship.
2.	Stadium (noun)	<i>Stadion</i> , an expansive structure comprising numerous lines of seats encompassing a range of field on which sports are played and where open occasions happen. For example, a football stadium and Yankee stadium.
3.	Campus (noun)	<i>Kampus</i> , the buildings of a university, institute, college, or school.
4.	Bridge (noun)	<i>Jembatan</i> , a structure that is built over a river, road, or railroad to allow people and vehicles to cross from one side to the other.
5.	Pass (verb) His student mispronounced it by saying “pest”, so the instructor distinguished between them.	<i>Melewati</i> , pass is to go pass something. Meanwhile, pest as a noun means an insect or small animal which is harmful or damages crops.
6.	Market (noun)	<i>Pasar</i> , the people who might want to buy something, or part of the world where something is sold.
7.	Turn (verb)	<i>Belok</i> , to change the direction in which you are facing or moving.
8.	Left (noun)	<i>Kiri</i> , the left side.
9.	Arrive (verb)	<i>Sampai, tiba</i> , to reach a place.
Job interview		

10.	What achievement have you got?	<i>Prestasi apa yang sudah kamu dapatkan?</i> , The interviewer asks something you successfully did after working to make it happen.
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11.	Integrity (noun) The student mispronounced <i>integritas</i> which should be m'teg.rə.ti in English.	<i>Integritas</i> , Honesty.
12.	Must + V1	Must as modal is followed by verb 1.
13.	Bankrupt (adjective)	<i>Bangkrut</i> , Having no money.
14.	25th (noun)	Ordinal number.
15.	Brother (noun) The student mentioned her family member when she was asked to introduce herself.	<i>Saudara laki-laki</i> , A male who has the same parents as another person.
16.	Recruit (verb)	<i>Rekrut</i> , To persuade someone to work for a company. For example, Why should I recruit you?

Based on the table, the instruction showed 16 vocabularies including 9 nouns, 4 verbs, adjective, interrogative sentence and modal. After students' performance section, the following activity was question and answer section. The researcher noticed that only two female students asked about job interviews.

1) KGL

When the interviewer asks how much the expected salary, is it obligated for us to mention 10% higher than the old company?

It is explained before that it is suggested answer; we do not have to ask lower or higher than 10% because it is patent.

2) AFM

Is English interview only applied in big companies?

Even the new company will suppose that all people can speak English, so both small and big companies prioritize English skill because they consider all university graduate students to speak

English. Here is the logical example, you open 10 job vacancies in your own company and you receive 100 applicants, do you pick the smart applicants or not? Umm, you need 10 recruits with 250 USD monthly salaries for each employee, so some job applicants are interviewed and the

best ten among them are recruited with English communication skill as one of the considerations.

The instructor did not answer completely the last student's question because the bell rang and he suddenly ended the lesson.

4) Meeting 4, Monday, August 3, 2020

The material on the fourth meeting is reservation by phone including asking prices, this lesson aimed to make the students be able to explain about prices. In pre- activity, the instructor greeted the students and prayed together according to their own beliefs and then checked the students' attendance. As usual, the instructor brainstormed the students by spontaneously asking "What time did you wake up today?" and gave leading questions about the materials.

In whilst activity, after a remedial presentation about job interview, the instructor explained on how to make and respond to a hotel reservation in English by phone through power point, the video was taken from Sophie Genauer youtube channel. Before presenting the video, the instructor gave a leading question which is "Have you ever needed to make a hotel reservation in English?". The following is the video description of conversation between hotel staff and Mrs. Greenberg as a customer. (See appendix 9)

After presenting the video, the students reacted to the video.

"I feel like it is really useful because almost all sentences seem like native

English speakers would use and there was just a difference of speed" (**male student**)

"So lovely :) thank you so much for the video, I hope I pass the test" (**female student**)

"Very helpful and handsome". (**female student**)

"That was good, the man was great but I love the woman she resembled like my granny." (**male student**)

"It is a very helpful video for me, I need powerful words to convince the guest to book a room, please help me!" (**male student**)

“They never speak this way. I understand the teaching point of this video, but they need to mimic the real life scenario then explain everything clearly, accept my feedback. **(male student)** The instructor actually gave feedback for the last reaction that this slow motion is the best way to introduce the language to nonnative, if that reactor already knows the vocabularies used in these scenarios, the best way to get a real life-like situation is by watching movies and series, the instructor recommended Gilmore Girls comedy- drama series which has a lot of relatable situations and it is the great way to explore it if that reactor already knows the vocabularies. After the video was reacted, the instructor had the students practice in pairs. The result shows that ninety percent of students did not mention the guests’ identity in the last conversation, it should be “Okay sir. Mr. A from. you will reserve on August 3-8, double bed, etc.

In post activity, the instructor concluded that the students have good communication skills to work in the hotel industry.

5) Meeting 5, Monday, August 10, 2020

In meeting 5, the instructor conducted midterm oral examination to value the students’ speaking skill so far in which took place in another classroom. The result shows that the students’ average score is 80 out of 14 students. The following are the list of the midterm oral exam questions that were asked randomly to the students as well as the best student’s result with 93,5 score, IH. (see appendix 10)

From meeting 1 until meeting 4, the instructor delivered speaking materials for English conversation subjects covering greeting and introduction, offering help, compliments, giving information, refusing help, giving direction, job interviews, and reservation by phone including asking prices. Actually, before jumping to meeting 5, the instructor ensured whether his students master all materials given in four meetings by asking their understanding about the materials. The following are the

average students' answers based on the materials.

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B. Research Findings

These research findings are shown in tabular form to specifically interpret findings on practices in teaching speaking to hospitality students at Study Hotel Executive Kediri in the academic year 2020/2021 covering the Teaching materials, teaching techniques and activities, and also the speaking assessment or evaluation by the instructor of Study Hotel Executive Kediri.

No	Findings on Practices in Teaching Speaking	Investigation results
1	Materials	<p>Based on the meeting interview with Mr. Rudy as the English instructor of SHE Kediri, the researcher got the data that in teaching speaking, Mr. Rudy utilized the materials taken from the lesson plan. It is chosen according to the instructional targets of the students' requirements. For instance, the materials conducted before oral midterm test are greeting and introduction, offering help, compliment,</p>
		<p>giving information, refusing help, giving direction, job interview, and reservation by phone. So, the topic must be related with these teaching speaking materials.</p> <p>The instructor added that in supporting the reservation by phone material, he also used a video taken from Sophie Genaurer youtube channel. This kind of material is used by the instructor in arrange to make the students not to be bored in learning. He also recommended Gilmore Girls comedy-drama series which has a lot of relatable situations based on the material.</p>

2	Teaching techniques	<p>a. Presentation and Small Discussion</p> <p>The presentation and discussion topic depend on the material which the students learned. The instructor gives the material which ought to be discussed by the students in speaking lesson. At that point, the students will be inquired to show the result of their discussion in class. On the investigation at 13th, 20th and 27th July, 2020, the materials that were presented in front of class are introduction and giving direction. On the next investigation at 3rd August, 2020, the topic discussion on that day is about reservation by phone. After the discussion was finished, the instructor asked the students to react the topic. However, there are a few students that tend to be noiseless and are anxious to state opinion since it is dominated by active students.</p> <p>b. Role Play</p> <p>Based on the meeting interview with the English instructor and nine students of SHE Kediri, role play is the foremost recognizable techniques utilized in teaching speaking. When doing a role play, students ought to act as the other character spontaneously. In applying this technique, the instructor divided the students in pairs.</p> <p>In post-teachings, the instructor provided feedback and asked questions related with the materials. After that, he concluded, advised and gave additional information related with the materials.</p> <p>c. Teaching Games</p> <p>Based on data presentation, the instructor applied word chain game in meeting 1 and spelling game in meeting 2.</p>
3	The speaking assessment	<p>The speaking assessment or evaluation is based on Mr. Iwan Rudyanto as the instructor so that it is not listed in the lesson plan. There are seven assessments of English for Hotel course, namely structure, fluency, vocabulary, composition, translation, reading and memorization. The oral mid-term test results from 14 students show that 3 students got <60, 4 students got <70,5 students got <80 and 2 students got <90. The lowest score is 68, the top value is 93,5 and the mean value is 80 out of 14 students. (see appendix 11)</p>