CHAPTER V
DISCUSSION

This chapter, the researcher presents a discussion in order to understand the findings that

she has gotten from the investigation field. The researcher coordinates the

research findings with the theories described in the previous chapters. In

this thesis, the data analyzed was taken from interviews and observations

at Study Hotel Executive Kediri and then supplemented with

documentation of those activities. This discussion presents an analysis on

how the instructor teaches speaking at Study Hotel Executive Kediri in

academic year 2020/2021.

A. Preparation

Teaching preparation is the instructor's preparation for

managing teaching learning to be carried out in the classroom with

students. The instructor must be able to plan what strategies are

appropriate to students so that the learning targets can be

accomplished. Mr. Iwan Rudyanto as the instructor does not need to

make lesson plans because curriculum, syllabus, and lesson plan in

English conversation subjects are provided from the institute so he just

develops the materials with the hot issues. The term curriculum is

defined by some experts. Scott (2008) defines that curriculum should

contain goals, subject matter, strategies or methods, and evaluation or

assessment. According to Kay and Kienig (2013), educational

programs ought to be centered on a certain bunch since it is ready with certain targets in sight. In Study Hotel Executive Kediri, the English conversation curriculum contains a number of meetings, materials, and time allocation.

Table A.1 English Conversation Curriculum

Meeting	Materials	Time allocation
	Semester 1	
1.	Greeting a. Greeting friends and others b. Introduction c. Asking for someone on the telephone	90 minutes
2.	Asking about people a. Asking people's names b. Asking for clarification c. Finding out about people d. Occupation address, telephone number e. Asking family	90 minutes
3.	Asking favor/help a. Asking favor b. Asking politely to do something	90 minutes
4.	Asking prices a. Asking prices b. Asking lower prices	90 minutes

5.	Oral midterm interview test	90 minutes

The second point is syllabus. Syllabus is generally the elaboration of the curriculum into subject matter, learning activities, and assessment development. Curriculum is broader than the syllabus, curriculum can include syllabus but syllabus cannot cover curriculum. There are some syllabus definitions from experts, one of them is Rabbini (2002), syllabus is a statement of what is to be learnt and can moreover be seen as a rundown of the material substance to which learners will be exposed. It is implied that the syllabus could be a set

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of plans but more particular than the educational modules, it guides the instructors and students by giving a few learning objectives. In Study Hotel Executive Kediri, English conversation syllabus covers based competence, standard

competence, learning materials, indicators, learning sources and time allocation (90 minutes).

Table A.2 English Conversation Syllabus

Meeting	Based Competence	Standard Competence	Learning Materials	Indicators	Sources
1.	Greeting	The students understand about greeting	a. Greeting friends and others b. Introduction	a. The students can greet friends and others b. The students can introduce him/herself	Module ppt

2.	Asking favor/help	The students ask about favor or help	a. Asking favor b. Asking politely to do something	a. The students can do favor b. The students can politely do something	Module ppt
3.	Direction	The students give direction	a. Giving direction about place b. Other	a. The students can give direction about place	Module ppt
4.	Asking prices	The students ask about place	a. Asking prices b. Asking lower prices	a. The students can explain about price b. The students can explain about the lower place	Module ppt

The curriculum and syllabus are used as a reference for making lesson plans as an instructor's guide in classroom teaching. According to Saad et al (2010: 231), lesson plans assist instructors to organize materials and strategies for their teaching and these things have to be adapted to suit different capacities, previous knowledge, and inspirations among students. In Study Hotel Executive Kediri, Mr. Iwan Rudyanto only delivered greeting and introduction, giving information, offering and refusing help, and reservation by phone that are related to the lesson plan materials with presentation and role play method.

B. Practices in Teaching Speaking

After everything was well prepared, the instructor organized a learning activity. In this activity the question that the instructor must

ask himself is not only what materials to be studied by the students, but also what is the most perfect way for students to get the materials. In Study Hotel Executive Kediri, Mr. Iwan Rudyanto applied presentation, role play, and games as the best ways to teach speaking.

1. Applying presentations and role play in improving students' speaking skills at SHE Kediri.

In order to improve students' English skills in hospitality class, the students are accustomed to memorizing vocabulary by speaking in English every day through presentation and role play. As hospitality students, they are often asked to give presentations or speak in public. Especially as hotelier leader candidate, they must be good at delivering presentations. For some people, making presentations or speaking in public is not easy to do. It seems that everyone has experienced nervousness or stage fright when they are about to make a presentation or speak in front of a crowd. Some readers may think that only certain people have the ability to make presentations or speak in public (public speaking). In fact, public speaking or presentation can be learned by anyone with any background. To be able to do a good presentation in front of many people, Study Hotel Executive students learnt in a gradual way. They did not learn in just one night and then immediately became an expert in making presentations. Of course there are several processes and ways they can do besides preparing cheat sheets so that they can make presentations well, according to

students' interviews.

"The most important thing is mastering the presentation material which you make. It is better to prepare presentation material a few days before the class starts. Then believe me, the nervousness and embarrassment feeling will slowly disappear". **(F)**

"Besides you have to prepare, you also have to practice. Do not be shy to practice in front of a mirror or friends! While practicing in front of a mirror, you can pay attention to how you speak, and can learn to adjust gaze direction or gesture during the presentation. The more you practice, the more ready you will be to perform". **(KF)**

"Before starting the presentation, it is a good idea to smile at the audience. Apart from making the audience calm, it will calm ourselves down as well. Believe me, smiling will reduce nervousness before making a presentation. Be yourself in giving a presentation! The most important thing is that the audience understands the material you convey". **(IH)**

According to the interview, there are several processes and ways to make a good presentation including preparing and mastering presentation material a few days before the class starts, practicing in front of a mirror or friends, and smiling at the audience before starting the presentation. Then the researcher moved to the next chairs asking other students what they would do if they suddenly panicked during the presentation.

"If panic hits, take a deep breath, encourage yourself and say to yourself "Come on! This is only a presentation, only five minutes, you can do it

well!" I think it is very useful". **(HEPS)**

"If you feel uncomfy making eye contact with the audience, you can stare at a point directly above the audience's head as if you look at them but you do not. Sometimes the audience's head makes us freak out first, so you can try this trick". **(SY)**

"One of the most important things is positive thinking. Negative thinking will make you lose your self-confidence. Do not worry too much about your shortcomings during the presentation. For example, worry about grammatical errors and worry about being laughed at. Sometimes all the worries that arise are only in our mind, aren't they? The more often we think about these worries, the thoughts will come true. Get rid of negative thoughts and replace them with positive thoughts. Remember, by thinking positively, it will make you look charming during the presentation". **(IW)**

According to the next interview, there are some strategies that Study Hotel Executive students use to stop a panic attack during presentation including taking a deep breath and self encouragement, staring above the audience's head, and positive thinking. After their tricks were implemented, the result shows that three students got B+ score and only a student who got a remedial score (B-) in self-introduction. In the next meeting, 2 students got A, 4 students got A-, and 8 students got B in giving directions.

In addition to the presentation, Mr. Iwan Rudyanto applied a role play learning method in offering help, compliments, giving information, refusing help, job interview, and reservation by phone material to improve students' speaking results. According to E. Kate Amstrong (2003), role play could be a participatory and experiential

learning strategy that focuses on 'learning by doing'. A student may learn the interview

employees' theory, for example, but role-playing the interview could be a profitable down to earth application of that theory. This is supported by the instructor's application in delivering job interview material.

For the instructor, the use of role play aims to determine the implementation effect of this learning method on students' speaking results. The observation and discussion results show that the learning outcome of students' speaking by using role play learning method is significant, the learning outcome is in terms of affective in counting students' participation. 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 remedial, 2 students got C in offering help, compliments, giving information, and refusing help material. In job interview material, 2 students got A, 4 students got A-, 8 students got B. In reservation by phone material, the result shows that ninety percent of students did not mention the guests' identity in the lastconversation; it should be "Okay sir. Mr. A from.... you will reserve on August 3-8, double bed, etc. However, the instructor implied that the students have good communication skills to work in the hospitality industry.

2. Applying games in improving students' speaking skills at SHE Kediri

Strategy is a tool which is needed in order to turn on

programs carefully in the teaching learning process (Harvey et al, 2012: 5-11). Word chain game and spelling game are strategies used by Mr. Iwan Rudyanto who has a goal to improve students' speaking skill at SHE Kediri. In word chain games, the students are able to make the final letter of the last word into a new word. Itis noticed that the words are outfit, tear,

range, ear, roast, toss, and so on.

Based on the result in chapter four, it can be concluded that applying word chain game was compelling to extend Study Hotel Executive students' English words. The main point which makes word chain games effective for students is being able to memorize new vocabularies. It was seen that the instructors expanded students' confidence by giving them an opportunity to illustrate their minds whereas sitting during the lesson. The objectives of this game are helping the students understand learning material expanding their new vocabularies, easy to solve their learning problems since they were able to find solution in class accompanied by the instructor, and being independent because the students were not only enjoying to follow the procedure but also they pay full attention since they were given chance to do it on their own. Consequently, the students got less trouble in grasping vocabularies while

speaking in the next meetings, were more dynamic and excited to connect the important and relevant activities, and they learned to

cooperate with each other in speaking activities.

The definition of word chain games was expressed by Cullen-Trussell (2012: 4), word chain games is one of fun, enjoyable and creative games which it plays with

 words. Word chain games can make exceptionally curious classroom activities. Playing word chain games is one way to know passive individuals and get to be

comfy with the new atmosphere. Therefore, this fun game is challenging enough for

college students of any age. In addition, it helps students with

spelling and creativity. In the second meeting, the

instructor taught speaking using a spelling game for

Study Hotel Executive students. In this research, a spelling game is one of the games 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 methodologies: phonetic, rule-based, visual and morphemic. Thus, successful and 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, WALLET, WINDOW, PILLOW, INK, SKY,

BIRD, CLOUD, SUN, STAR, GHOST, CALENDAR, THIRTY, TWELVE, THOUSAND, and SWIM. The purpose of the spelling game is overall equal to a word chain game in helping students with spelling words. From the analysis, it was implied that the application of the word chain game and spelling game at Study Hotel Executive Kediri in teaching speaking can be classified into the category "very good".

3. The Speaking Assessment

Dr. Aradhana Mani from Tripura University reviewed that an evaluation process is useful in modifying and improving the learning system and instructional procedure. It is reviewed that apart from giving score on students' outcome, the evaluation process is beneficial in improving the teaching learning system. This section deals with speaking assessment or evaluation at SHE and it also discusses evaluation functions for the instructor and students. According to the interview with the instructor and students, the evaluation for Mr. Iwan Rudyanto as the instructor has the following functions: knowing the students' speaking progress, knowing the position of each individual if they are dynamic or inactive in pairs, moving forward the learning speaking, and deciding the students graduation in English conversation subject. In addition to the instructor, the evaluation also has functions for students, namely: knowing the speaking ability and learning outcomes, improving the

learning habit, and fostering learning motivation.

Mr. Iwan Rudyanto included seven assessments of English for Hotel

course covering structure, fluency, vocabulary, composition, translation, reading, and

memorization. In addition, the instructor also measured or assessed students'

hospitality abilities according to the hospitality characteristics pioneered by Kapur

(2018: 2) including inseparability in responding guests' complaints, variability or

heterogeneity in giving services to lead to customers' satisfaction, and seasonality in

making hotel commercials. As a result, 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 value is 68, the topvalue is 93,5 and the average value is 80 out

of 14 students.

Generating theories are further elaborated in the following paragraphs based on the research results. As discussed in chapter two and four that one of the seven hospitality characteristics stated by Kapur (2018:2), variability or heterogeneity is indirectly included in English for Hotel course assessments. The result shows that the students can communicate interactively with proper language, vocabularies, speech matter, and professional conversations as hotelier in serving guests

although ninety percent of students did not mention the guests' identity in the last conversation in receiving order. Regarding the English proficiency to fulfill job responsibilities in the tourism sector, all the activities that guests and

host experience may involve interactive communication, and tourism employees are required to follow and use specific professional conversations, language, vocabularies and speech matter when serving guests (Blue & Harun, 2003).

As mentioned in chapter four that the instructor refers to Mustapa and Abd Rahman's (2011) opinion on ten objectives that can be used of assessing participation, the result shows that the students did not hesitate to challenge friend's ideas in asking information and their partners could elaborate answers in giving information spontaneously because they ensured that their partners and instructor help them out when they made mistake. The students also have high self-confidence in the job interview section with the instructor since they were drilled in the previous meeting. The effectiveness of these role play activities are supported by Nimehchisalem (2013) who stated that this technique is advantageous for engaging students to participate. In self-introduction and role play, they were able to perform their

speaking ability. Without being realized, this technique points to creating students have way better certainty to speak English actively, enhance their participation in asking questions, give opinions of hotel reservation by

phone on Sophie Genauer youtube channel, and even give suggestions of doing presentations. Therefore, it can be seen that the students participated actively using role play and presentation.

Apart from using role play and presentation, the use of word chain and spelling games increase students' vocabulary and automatically affect students' speaking skill. The result shows that these games improve students' pronunciation and vocabulary. According to Brewstereal (2004: 172), games are not only motivating and fun but also can provide excellent practice for improving pronunciation, vocabulary, grammar and the four English skills.