

JURNAL

TEACHING SPEAKING AT NEPTUNE HOTEL SCHOOL IN THE ACADEMIC YEAR 2016/2017



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ABSTRACT

PRETTY LADY ACHENU. Teaching Speaking at Neptune Hotel School in the Academic Year 2016/2017, Skripsi, English Department, Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2017.

Speaking is a productive skill, it involves putting a message together, communicating the message, and interacting with people. Everybody has speaking problems but they aren't found in Neptune because students' speaking is supported by facilitation in Neptune such as public speaking center. Therefore, Neptune students got good score and many of them get a job in abroad. This study describes the process of teaching and learning English speaking of the Neptune covering preparation, teaching learning process, and evaluation. The teacher used practice and drilling in her teaching speaking.

The approach applied in this research is qualitative approach, and the instrument used is interview, observation, and documentation. This research was held in Neptune Kediri "the international hotel and cruise ship apprenticeship program". The researcher took one class as the sample consisting of 22 students of 13 males and 9 females. The instrument used to get the data was interview, observation, and documentation.

The research finding shows that the teacher prepared well for teaching learning process including lesson plan, handout, students' worksheet, technique, media, and evaluation. The handout consists of sentence, Question Words (QW), and daily activity conversation. She used discussion and role play technique, and power point as teaching media.

It can be concluded that the teacher used preparation well, some techniques, and evaluation in post teaching. Furthermore, the teacher is suggested to use interactive techniques and role play video. After that, the researcher suggested the institution to improve the facilities and educational management.

Keyword: teaching speaking, speaking.

I. BACKGROUND OF THE PROBLEM

Speaking is a productive skill (Spratt et al., 2005: 34). It involves using speech to express meaning to other people. In the same respect, Nunan (2003: 48) agrees with Spratt et al. that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning.

In addition, Harmer (2001: 269) defines speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. Therefore, spoken fluency is required to reach the goal of conversation.

Meanwhile, Brown (2004: 140) defines speaking as a productive skill that can be directly and empirically observed; those observations are invariably colored by accuracy effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test.

From the definitions above, it can be concluded that speaking is a productive skill to construct meaning that involves producing, receiving and processing information which use popular expression either verbal or non-verbal symbols.

Since speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people, Lindsay with Knight (2006: 57). It means that speaking is a tool of communication where people need to communicate in their life. As said by Maxom (2009: 183) "speaking is the most important skill in English language teaching".

In the other opinion, Turk, C (2003:20) states spoken language was the first form of communication between human beings. From that statement, it can be concluded that speaking is the first skill that should be taught first when someone learns about a language.

Teaching speaking is to teach our learners to use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003: 23). For this reason, teaching speaking skill is necessary to have clear understanding involved in speech.

In teaching speaking, speaking problems that are assessed are fluency, accuracy, pronunciation, intonation, grammar, vocabulary, content, and performance such as eye contact, facial expression, and gesture. However, those problems aren't found in Neptune because the students get good score and many of

them get a job in abroad. Their speaking is also supported by facilitations in Neptune such as language laboratory and public speaking practice. Later on, the researcher would like to investigate about general English subject in the study program of The International Hotel and Cruise Ship *Apprenticeship Program*.

Neptune is an institution of education and training in the fields of Hospitality and Cruise, with more effective and efficient program for a year. During 8 years experiences, Neptune guarantees that 80 percent learners are success. It can be proven from Neptune institute and instructors' achievements, there are performance assessment, manager and training course, hotel instructor contest, real work and institution management contest. Therefore, Neptune is proper to get accreditation B as non formal institution.

Dealing to background above, the researcher decided to choose teaching speaking for hotel students. In short, the researcher would like to conduct a study entitled "Teaching Speaking at Neptune Hotel School in the Academic Year 2016/2017".

II. METHOD

In this research the researcher used case study of qualitative method to analyze the data. Qualitative research is social or

behavioral science research which explores the processes that underlie human behavior using exploratory techniques such as interviews, surveys, cases studies and other relatively personal techniques (Salkind, 2009:209).

The instrument used in this research such as:

1. Interview

Voegtle et al (2010: 338) state that interview can reveal participant's own perception of their views, feelings, and experiences. The interviews would be done by the researcher to ask about preparation, teacher's background, and anything that can't be seen during observation.

Interview was done before observation, and while asking the question orally the researcher took notes based on the teacher's answer.

2. Observation

The best observational data allows the reader to fully understand the situation described (Patton, 2002: 66). Therefore, by observing the teaching learning process the researcher will be able to know the information about the teaching learning process of activities in the classroom.

3. Documentation

According to Bowen (2009: 27), document analysis is a systematic procedure for reviewing or evaluating

documents—both printed and electronic (computer-based and Internet-transmitted) material. The researcher used public records by taking video and pictures to support conducting the research.

The next process is the process of analyzing data. Miles and Huberman (1994: 278) suggest that qualitative data analysis consists of three procedures:

1. Data display

The researcher makes a clear description of the data and describes the answer of the research question, application of teaching speaking at Neptune Hotel School.

2. Data reduction

The researcher did summarizing, choosing basic data, and focusing on important data of the result from research question such as the application of teaching speaking at Neptune Hotel School.

3. Conclusion

The researcher makes a conclusion and verification from the result of interview, observation, and documentation.

III. RESEARCH FINDINGS AND CONCLUSION

a. Teaching Learning Process

Mariana Ningrum S.Pd used the preparation of teaching such as syllabus and lesson plan. She creates lesson plan of

general English subject based on English skill syllabus with the materials of sentence, Question Words (QW).

1) Sentence

In essential activity, the teacher gave leading question about sentence, verbal and nominal sentence. She explained the material about sentence by power point.

Table 1.1

Verbal and nominal sentence

No.	Verbal Sentence	Nominal Sentence
1.	I go to office every morning.	They are soldiers.
2.	She studies English in the classroom.	I am a student.
3.	You play football in the yard.	We are dancers.
4.	We finish the homework.	You are clever.
5.	Fikri speaks English fluently.	They are beautiful.

The teacher drilled the students about verbal and nominal sentence while explaining by power point. Then she gave formative feedback of which one is verbal or nominal sentence.

Verbal or Nominal?

- She works in a river cruise.
- I am busy.
- He is my husband.
- They speak German.
- My Sister is a doctor.
- I was a lecturer last year.
- Tommy was at home last night.

- They play football in my schoolyard.
- Renda and friends call me to join their business.

The teacher divided the students into 5 groups consist of 4/5 students. Every student had to make verbal and nominal sentence based on the words given.

Table 1.2
Verbal and nominal words

	1	2	3	4
V	Sell Buy Go	Meet Make Smel	Beat Play Sing	Write Speak Sleep
N	Warm Fresh Rude	Busy Hot Calm	Angry Nice Black	Crazy Weak Blue

2) Question Words (QW)

In essential activity, the teacher gave leading question about question words. She gave material of question words, function, and examples by data projector.

Table 2.1

Function and example of question word

Question Word	Function	Example
What	Asking thing	What do you want for me?
Where	Asking place	Where does she live?
When	Asking time	When will you come to my house?
Why	Asking reason	Why do you hate cats?
Which	Asking people,	Which one

	thing, and something between person or thing	is your father?
Who	Asking person/people	Who send me a letter?
Whom	Asking person (object)	Whom are you going to meet?
How	Manner How often.. How much.. How many..	How much does it cost? How long does it take to Neptune?

3) Daily Activity

In essential activity, the teacher explained the material of daily activity with asking the students to read aloud the dialog about daily activity. Here are the examples of daily activity.

Table 3.1

Teaching step and material of daily activity

No.	TEACHING STEP	MATERIAL
1.	The students read aloud the dialog.	John: Hello, is anyone here? Jean: Hi, John. Come in and have a seat, please. What would you like to drink, coffee or tea? John: I'd rather have a coffee, please. Jean: Is there anything I can do for you, John? John: Yes. Yesterday, I

		didn't go to school because I had a cold. I would like to borrow your book. I'm afraid of falling behind. Jean: Okay, I'll lend it to you.
2.	The students identified the questions related to daily activities.	What do you usually do every day? What time do you usually get up? Do you always get up early in the morning? Does your father go to work by bus every day?
3.	The students read a text about daily activity.	Every morning from Monday to Saturday, I get up at 6 o'clock. After breakfast, I go to school by bicycle. It takes about 15 minutes from my house to school. Usually I study at school until 1:30 p.m. I get home in the afternoon and have lunch with my mother. Then I attend a computer course until 5:00 p.m. I get home at 6:00 p.m. and have dinner with my family at 7.00. After that I usually prepare my books for school. I go to bed around 10:00 p.m.
4.	The students made	Get up, take a shower, breakfast,

	conversation with their friend about daily activity based on given words.	go to school, lunch, take a nap, take a bath, dinner, study, go to bed.
5.	The students made text about daily activity. Then they corrected their friend's result with the teacher's guide.	

b. Evaluation

In teaching speaking, speaking rubric assessments are fluency, accuracy, pronunciation, intonation, grammar, vocabulary, content, and performance such as eye contact, facial expression, and gesture. A sample was taken from a student in European class.

Table b.1

Sample of Rubric Scoring of Speaking
Student's name: Ryno Septian Dwi L.

Class: European

No.	Aspect	Score			
		1	2	3	4
1.	Fluency			√	
2.	Accuracy				
	a. Pronunciation and intonation			√	
	b. Grammar				√
	c. Vocabulary and content		√		
3.	Performance (<i>eye contact, facial expression, gesture</i>)				√

Total Score		2	6	8
Maximum Score				

Note:

1 = No competence

2 = Less competence

3 = Competence

4 = More competence

$$\text{Score} = \frac{\text{achieved score}}{\text{max. score}} \times 100$$

$$\text{Score} = \frac{16}{20} \times 100 = 80$$

Table b.2

Description of rubric scoring of speaking

No .	Aspect	Score	Description
1.	Fluency	4	Very fluency
		3	Fluency with few hesitation
		2	Fluency with some hesitation
		1	Fluency with too often hesitation
2.	Pronunciation and intonation	4	Pronunciation and intonation are very clear
		3	Pronunciation and intonation are clear with a few problem
		2	Pronunciation and intonation sometimes make it

3.	Grammar		difficult to understand the student.
		1	Frequent problems with pronunciation and intonation
		4	Occasional grammatical errors
		3	make some errors in word choice
		2	Uses basic structures with occasional errors.
		1	Makes frequent errors.
4.	Vocabulary and content	4	Uses a variety of vocabulary
		3	Makes some errors in word choice
		2	Uses limited vocabulary
		1	Uses basic vocabulary
5.	Performance (eye contact, facial expression, gesture)	4	communicates effectively; always responds appropriately and develop the interaction
		3	communicates effectively; generally responds appropriately and develop the

			interaction
		2	Uses limited expressions.
		1	Uses only basic expressions.

c. Conclusion

The role of English at Neptune as hotel school is a success key to bring the students to enter hotel management. The teacher created lesson plan of General English subject including handouts (Question Words (QW), and daily activity), students' worksheet, method, and techniques.

In teaching learning process, the teacher used some techniques such as discussion and role play, and media such as power point. In the end of the lesson, the teacher gave the evaluation using rubric scoring of speaking.

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