

**TEACHING SPEAKING FOR HOTEL
ACCOMMODATION STUDENTS AT VOCATIONAL
SCHOOL: A STUDY IN ENGLISH FOR SPECIFIC
PURPOSES
THESIS**



Organized by

**Hananda Friscania Dewi
1603046118**

**TARBIYAH AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY**

2023

A THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : Hananda Friscania Dewi

Student Number : 1603046118

Department : English Education

Field of Study : English Language Education

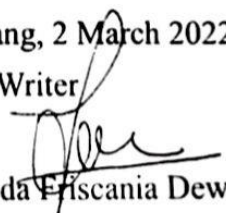
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Semarang, 2 March 2022

The Writer


Hananda Friscania Dewi
NIM. 1603046118

RATIFICATION

This final project with following identity:

Title : **TEACHING SPEAKING FOR HOTEL ACCOMODATION STUDENTS AT VOCATIONAL SCHOOL: A STUDY IN ENGLISH FOR SPECIFIC PURPOSES (A DESCRIPTIVE STUDY AT TWELFTH GRADE OF INDONESIAN VOCATIONAL SCHOOL IN JEPARA IN ACADEMIC YEARS 2021/2022)**

Writer : Hananda Friscania Dewi

SN : 1603046118

Major : English Education Department

had been tested in Munaqosyah session by the team of final project examiner of Education and Teacher Training Faculty Islamic State University of Walisongo and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department

Semarang, 18 Mei 2023

THE BOARD OF EXAMINERS

Chair person


Dra. Hj. Ma'rifatul Fadhilah M.Ed

NIP. 19620803 198903 2003

Examiner I


Dr. Hj. Siti Mariam, M. Pd

NIP. 19771025 200701 1015



Advisor


Dra. Hj. Ma'rifatul Fadhilah M.Ed

NIP. 19620803 198903 2003

Secretary


Daviq Rizal M.Pd

NIP. 19650727 199203 2002

Examiner II


Dr. Siti Tarwiyah SS., M.HUM

NIP. 19721 10819993 2001

ADVISOR NOTE

To

The Dean of Education and Teacher Training Faculty Walisongo State Islamic University Semarang

Assalamu'alaikum wr. wb.

I inform that I have given guidance, briefing and correction to whatever extent necessary of the following thesis identification:

Title : **TEACHING SPEAKING FOR HOTEL ACCOMODATION STUDENTS AT VOCATIONAL SCHOOL: A STUDY IN ENGLISH FOR SPECIFIC PURPOSES (A DESCRIPTIVE STUDY AT TWELFTH GRADE OF INDONESIAN VOCATIONAL SCHOOL IN JEPARA IN ACADEMIC YEARS 2021/2022)**

Name of Student : Hananda Friscania Dewi

Student Number : 1603046118

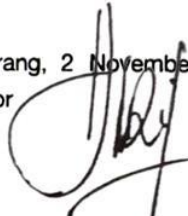
Department : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo Islamic State University to examined at Munaqosyah session.

Wassalamu'alaikum wr. wb.

Semarang, 2 November 2021

Advisor



Dra. Ma'rifatul Fadhlilah M.Ed

NIP. 196208031989032003

x

x

ABSTRACT

Title : Teaching Speaking for Hotel Accommodation Students at Vocational School: A Study in English for Specific Purposes (ESP)

Writer : Hananda Friscania Dewi

NIM : 1603046118

This study aimed to investigate as well as to unveil students' responses toward the implementation of the teaching of speaking English for Specific Purposes at Indonesia Vocational High School. ESP theoretically increased the relevance of what students were studying and allowed them to apply what they already know about English to learn even more English. This study was qualitatively conducted at Vocational School in Jepara for Academic Years 2021-2022. To achieve the research problem stated, the researcher served both classroom observation and student interviews the observation was taken to capture the objective phenomenon inside the classroom when the teaching and learning were running while students' interview was distributed to gain ideas from the pupils. There were 26 students (15 males and 11 females) who were virtually interviewed where they were at class A and B. The study resulted that the implementation of teaching speaking to support the students of Vocational School enabled them to have possessions to learn English.

Keywords: English for Specific Purposes, Language Scopes, Teaching Speaking

MOTTO

“live a happy life tied to a goal, don't care what other people think of us, be devoted to your husband and love your baby with all your heart.”

DEDICATION

Praise is given to Allah SWT, who has blessed the researcher so that the researcher could finish the thesis.

This thesis is dedicated to all English teachers and everyone who supported the researcher in accomplishing the thesis, especially to my beloved husband, father and mother, who always give support, motivation, and endless love.

ACKNOWLEDGMENT

Bismillahirrahmanirrahim,

Praise is always given to Allah SWT as the most beneficial, and the most merciful who blessed the researcher so that this thesis is finished. Shalawat and Salam also raised to Prophet Muhammad SAW, who brings Ummat from the dark era into the brightness era.

In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. As the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadillah, M.Pd. as the Head of English Language Education.
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8. All of my friends, PBI C 2016, thanks for your kindness, togetherness, and memories.
9. Those who cannot be mentioned one by one who has supported the researcher to finish this thesis.
10. Finally, the researcher realizes that this thesis is the way far from the perfect arrangement. Therefore, the researcher will be happily accepting any constructive suggestions in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial to others, especially for the researcher herself.

Semarang, 2 march 2022
The Writer,

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CHAPTER I

INTRODUCTION

The researcher in this chapter highlights: the background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, and limitation of the study which focuses on teaching speaking ability for specific purposes where set at vocational school.

1.1. Background of the Study

Speaking is one of the most important abilities to form communication between individuals that can produce clear information. Especially speaking in a foreign language, this is often considered the most underdog skill in certain communities¹. Speaking in English is a skill that can be applied to various fields, both local and international. English has become an international language that mediates in various matters such as military activities, tourism, knowledge, technology, business, and so on². English

¹ Bailey, K. M. & L. Savage. (1994). *New Ways in Teaching Speaking*. Alexandria: VA: TESOL

² Rana MUhammad Asad Khan and others, 'Impact of Mother Tongue on Learning English Language on Secondary School Level Students', *Journal of Literature, Languages and Linguistics*, 31 (2017), 15–18.

has become the second language after the mother tongue in every country. It is estimated that 1.4 billion people use English as their official language. It is the language of more than 1500.000.000 non-native speakers. It is claimed that three out of four speakers of English are non-natives. English has become the object of learning in the education curriculum in Indonesia. It is taught as an integrated subject to develop the students' language competencies. English teaching is carried out from elementary school to the university level.

Speaking is one of the aspects of English teaching, teaching English, especially speaking is not an easy task because it consists of several sub-skills that require a special understanding of pronunciation, vocabulary, and grammar. English is a foreign language that students do not use in daily communication so it will be very difficult for students to speak fluent English³. Fluency in speaking in English is known as the natural ability to speak spontaneously, quickly, and comprehensibly with few errors. Only strategic English concepts can be accepted by students.

³ Dea Aries Fitriani, Rahayu. Apriliawati, and Wardah., 'A Study on Student's English Speaking Problems in Speaking Performance', *Jurnal Pendidikan Dan Pembelajaran Untan*, 4.9 (2015), 1–13 <<https://tinyurl.com/3f5dftab>>.

Every learning process requires a strategy or a manner to be adapted to reach the main purpose of learning⁴. Learning is an activity to change the behavior of a subject. We can see the change in the behaviour through various forms and shapes, for example, the subject of a study is becoming more creative. We can identify creativity in learning with some identifying factors, either internal or external factors. One succeeds in learning if one has the willingness to study. A person will be successful and be more creative if there is a desire to learn. The desire or urge to study is what we call motivation. Students who are motivated in learning are identifiable by a change in energy in themselves, the impetus that arises from within a person turns into energy that makes him work or learn, seek and solve problems to completion. Motivated students also create chain reactions that lead them to achieve their goals.

Teaching a language requires a high level of technique, especially teaching a foreign language such as English. Teachers need to structure and analyze the right designs for their students to use. For example, students learn English because they want to master communication in

⁴ Abdalmaujod A. Hardan, 'Language Learning Strategies: A General Overview', *Procedia - Social and Behavioral Sciences*, 106 (2013), 1712–26 <<https://doi.org/10.1016/j.sbspro.2013.12.194>>.

English, especially in the field of tourism. If the teacher focuses on a specific goal, then the learning will be based on tourism activities. Teachers need to provide materials related to tourism activities in the teaching and learning process. Teachers need to provide materials related to tourism activity in the learning process.

One's communication skills will become an important skill on their own, especially for conveying information. Speaking ability is an active process used to convey ideas, opinions, intentions, and feelings involving the speaker⁵. All information or messages mentioned contain a specific intent that the listeners will then review, which to get the intention conveyed. Speaking is an important skill that students must master before moving on to other English language skills. The ability to communicate in English will be an excellent influence for learners to understand the learning process.

ESP refers to the teaching and learning of English as a second language or a foreign language where the teacher aims to use English in a particular academic, professional, or occupational domain that focuses on

⁵ Torky, S. A. E. F. (2006). The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students. *Online Submission*, 1–254.

the specific needs of the learners⁶. In response to this, developing an alternative approach is necessary to form specific English learning materials the community can use. We call this English for Specific Purposes (ESP).

According to Robinson in Choudhary, teaching English for a specific purpose (ESP) can be said as an English for Specific Purposes course. ESP courses in both academics and work are designed for those who want English for work⁷⁸. English teaching for specific purposes provides material that can train students' ability to communicate in specific areas. We need these materials to help to introduce students' development abilities.

Helen Basturkmen stated that ESP is a course with more narrowly discussed English topics that students need to study⁹. Therefore, it can be concluded that ESP can make students master the qualifications in their

⁶ Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes* (Cambridge Language Teaching Library). Cambridge: Cambridge University Press, p. 55

⁷ Zahid Javid, Choudhary, 'English for Specific Purposes : Role of Learners, Teachers and Teaching Methodologies', *European Scientific Journal*, 11.20 (2015), 17–35.

⁸ Javid, Choudhary.

⁹ Basturkmen H., *Developing Course in English for Specific Purposes*, (New York: Palgrave Macmillan. 2010), p. 3

chosen fields, so they can provide provisions to enter real situation activities in the future.

According Mohammad Kaosar Ahmed¹⁰, ESP is as an approach that connects pronunciation and writing as the goal of communication. ESP is formed to meet the goals of students. He also claimed that ESP is an interpretation of the results of the analysis used to meet the job requirements of objects that depend on language¹¹. This need is a target of ESP learning activities. ESP is then also used to collect information and shape data to meet needs and wants.

This the term ESP is very different from GE (General English) which anyone can use¹². Regarding someone's preparation for work, the government, in this case, the education sector, provides educational programs related to future works. This education program is specially designed for students who, after graduating, will be directed to work immediately.

¹⁰ Mohammad Kaosar Ahmed, 'Issues in ESP (English for Specific Purposes)', *ELT Voices -- India International Journal for Teachers of English*, 4.1 (2014), 37–59.

¹² Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes* (Cambridge Language Teaching Library). Cambridge: Cambridge University Press, p. 61

This program is called an Educational Institution for a Vocational School. In a vocational school, they prepare students to become professionals who do specialized work. Studies in vocational schools are diverse, such as vocational schools of hospitality, pharmacy, accounting, shipping, management, culinary, fashion, and many other studies. They educate the participants to be ready to enter the world of work. Maturity to face the outside world will be very beneficial for after-school life. Here, the implementation of ESP has a very important role to help students become professional human resources by providing effective communication skills in their studies. Unsuitable materials have the potential to hinder students from progressing in the targeted situations of their field of work. If these conditions occur, we will not achieve the purpose of English language learning.

Speaking is one of four language skills in English that require speakers to be productive in producing. Spoken words and phrases into sentences that people can eventually make to communicate¹³. Speaking is an essential part of everyday interactions, and most often, the first

¹³ Basturkmen H., *Developing Course in English for Specific Purposes*, (New York: Palgrave Macmillan. 2010), p. 5

impression of a person speaking skill is on his or her ability to speak fluently in a comprehensive manner. Therefore, speaking teaching has a responsibility to prepare students as much as possible to be able to speak English in real-life situations. I will conduct this research with samples from students in the twelfth grade of an Indonesian vocational high school in Jepara. The students studied speaking materials and have practiced in them through comprehensive examinations in 3 months before last semester. Besides, the samples used are selected because the researcher is the teacher in this class.

This study's object refers to vocational students majoring in hotel accommodation. The prospect of hotel accommodation majors has a lot of importance in communicating in English because this department relates closely to the principles of global communication. The hotel accommodation department has an excellent opportunity to compete with English language needs after graduating and getting a job. It also requires work skills in all aspects of basic skill such as English language skill. The ESP model is important to be applied in vocational school.

The teacher prepares the students as a workforce before transferring a teaching, however, research shows that students often face problems such as feeling confused when they try to speak English properly, which

means they need different English lessons to master their English properly. Although, the requirement of academic subject is the students must be able then to express some medium outputs in speaking ability in typical they meet native speakers.

Therefore, these vocational students need specific material which is suitable for their majors so that the English vocabulary used can support the needs of these students' work in the future. In this study, the researcher in this issue wants to describe how the students are taught to have enough competence in speaking for doing their official job in Hotel through providing several questions or a questionnaire to obtain data on how deep the introduction of English language skills to twelfth graders of Indonesian Vocational School in Jepara on field studies of hospitality.

1.2. Research Questions

To find the objective data of the study, the researcher formulates the problems of this research which can be stated as below:

1. How is the implementation of teaching speaking in ESP setting for hotel accommodation students at Indonesia Vocational High School?
2. How are the students' responses to teaching speaking in ESP setting for hotel accommodation at Indonesia Vocational High School?

1.3. Objectives of the Research

To achieve the relevance of the result, the objectives of this research could be stated as follows:

1. To find out the implementation of teaching speaking in ESP setting for hotel accommodation students at Indonesia Vocational High School.
2. To find out the students' responses to teaching speaking in ESP setting for hotel accommodation at Indonesia Vocational High School.

1.4. Reason for Choosing the Topic

Several considerations of why this topic is selected to be studied by the researcher. The reasons are as follows:

1. In term of the urgency of speaking in the students' daily work, it enables us to build bonds, influence decisions, and inspire change. The ability to progress in the workplace and in life would be nearly impossible without communication skills. One of the most important and feared kinds of communication is public speaking.
2. In addition to teaching speaking, this field must be intentionally accompanied with the teachers' facilities because this scope is functioned to provide learners with a specified degree of English competence in preparation for a circumstance in which the language will be utilized, i.e., target needs. Any decision made in the design of

language education programs in the ESP context is agreed to be based on the learners' needs for learning English.

3. In case of English for Specific Purposes in Vocational School seems significant for the medium of speaking ability since this competence enhances the relevance of what students are learning and allows them to use what they already know about English to learn even more English, because their passion for their area will inspire them to interact with speakers and texts.
4. The setting is selected to be hold for current research, twelve graders of vocational school, in Jepara because this academic grade position the way the students have to do intensive practices to show or express their capability especially for the specific speaking.

1.5. Significance of Study

By using this research, there are two significances. They are Practical Significance and Theoretical Significance which the research expects that the findings may be useful and supportive for the following parties:

1. Practical Significance

The researcher provides the practical benefits in conducting this academic report so that the students then get the best comprehension toward why this current topic is then reported. The practical usages are

then addressed to the students who are learning, the teachers who are directly guiding the learners to have their competences, and the others researchers who are at the future conducting the similar topic with some different spots.

a) The students

This setting is knowingly important especially for students who are learning the speech of language, this segment will be able to help them to achieve better understand the material. The students then are able to practice the material which has been studied well.

b) The teachers

The second element is who are responsible to deliver the basic guidance for their learners. Accompanied with the effective teaching and flexible goals, the teachers who are as an intermediary in delivering material to students had better design the comprehensive media as well as method so that it's easy to be achieved and practiced by the participants.

c) The researchers

The last point of the addressed significance in conducting the current study, the researchers then can adapt this academic publication for the further topic of speaking competence in any circumstance of scope.

2. Theoretical Significance

Through some theories which read by the writers to report this academic writing, this study highlighted the concept of speaking ability with several drills: asking the students to perform and giving them periods to develop their authentic ability.

1.6. Limitation of the research

In order to gain the detail information of the research, the researcher limits what and why this study should be conducted. Their limitation are as follows:

1. This research only discusses speaking ability on ESP materials which are taught in the class related to the hotel accommodations.
2. The research is held for measuring the English-speaking ability of hotel accommodation students who use English as a foreign language which focuses on hotel accommodation's element.
3. The discussion in this research will be limited to the most suitable teaching methods to improve students' English-speaking skills.

1.7. Outlines of the research

The researcher in principle classifies this research into five elements of chapters. They are chapter I, II, III, IV, and V.

1. Chapter I is an introduction, it presents background of the research, research questions, objectives of the research, reasons for choosing the topic, significance of the research, limitations of the research, and the outlines of the research.
2. Chapter II is the review of related literature; it presents previous research, review of related studies and theoretical framework.
3. Chapter III is methodology of the research; it presents research design, research object, research instruments, method of collecting data, and procedure of analyzing data.
4. Chapter IV are research findings and research discussion; it presents the analysis of data obtained, its discussion, and the pedagogical implication.
5. Chapter V consists of research conclusion and research suggestion; it presents the conclusion and also some suggestion according to the result of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter II will describe some literature of relate to the research, the number of previous studies, and theoretical framework. This will include the origin of ESP, the definition of ESP, Characteristics of ESP, Types of ESP, objectives in teaching ESP, needs analysis in teaching ESP, the presence of ESP in English language teaching, the object of study specifically hospitality, literature reviews, and the framework of this research.

2.1. Review of Related Literature

In this segment, the researcher highlights the number of reviews of related studies which have similarities toward the topic selected. The following issues are several fields:

2.1.1. Speaking Skill

The speaking process involves the production of materials and the acceptance of information as a skill. Speaking is defined as the verbal process of exchanging

certain information or intentions into a diverse context¹⁴. Speaking skills that everybody knows involve a crucial interactive process because it is a foreign language.

Comfort in speaking also affects the quality of interaction, especially in everyday life. Students who are still in the process of learning need a lot of practice to launch speaking skills¹⁵. Bygone states that speaking deserves much concern as much as the literary skills in both native and foreign languages. Developing confidence and fluency in speaking must in a friendly atmosphere of trust, support, and in a proper way for several current contexts¹⁶. In short, speaking ability seems functional and significant in the issue of medium of communication or interaction so that the learners are

¹⁴ A. L. Chaney, & T. L. Burk, *Teaching Oral Communication in Grades K-8*, (Boston: Allyn & Bacon, 1998), p. 13.

¹⁵ M. Bygate, *Speaking*, (Oxford: Oxford University Press, 1987).

¹⁶ Pham Vu Phi Ho and others, 'The Effects of Using Games on EFL Students' Speaking Performances', *International Journal of English Linguistics*, 10.1 (2019), 183 <<https://doi.org/10.5539/ijel.v10n1p183>>.

requested to have some practices to achieve its skill.

2.1.2. Teaching Speaking

Speaking is an important part of language teaching¹⁷. Learning about speaking is also considered a prerequisite for language teaching. But the average teacher uses the old way of teaching speaking, the teacher simply repeats the drills or dialogues that are commonly used. Teaching speaking is related to human skills that can affect their life as it is an aspect of human development so that their intelligence quality will be affected by the quality of teaching speaking itself.

Mostly, students will be willing to speak only when the teacher commands them. Meanwhile, teachers' lack of quality in implementing the media in the teaching and learning process may make the students feel bored and not enthusiastic to participate in the speaking class as

¹⁷ Selcuk Koran, 'The Role of Teachers in Developing Learners' Speaking Skill', *6th International Visible Conference on Educational Studies and Applied Linguistics*, April 2015, 2017.

the fact that the concepts and the principles of the teacher are better explained through lecturing, questioning, and answering session, or discussion. The more the teacher implements the same monotonous technique in the teaching and learning process, the more it will make the students feel bored and not interested in joining the class ¹⁸. In conclusion, the teachers as well as facilitators are required to serve distinguish teaching methods to make the learners comfort and motivated.

For instance, the teacher only asked the students to make dialogues and perform in front of the class, the teachers did not do listening activities before they asked the students to speak, the teacher only gives the right answers without sufficient explanation and suggestion, or the teacher said that he or she rarely teaches

¹⁸ A S Savitri, *The Use of Language Games to Improve the Students' Speaking Ability of Class VII a of SMP Ma'arif Terpadu Muntilan in the Academic Year of 2012/2013*, Yogyakarta State University, Yogyakarta, 2013 <[https://eprints.uny.ac.id/19721/1/Arini Siska Savitri 07202241016.pdf](https://eprints.uny.ac.id/19721/1/Arini_Siska_Savitri_07202241016.pdf)>.

pronunciation, and so on. In any condition, nowadays era with the new world trend in teaching, it is required that the aim of teaching speaking is improving the students' ability in their communicative skills. Therefore, students will be able to express what they want to say so that they can learn the way how to follow the social demands and cultural rules appropriately in each communicative practice.

In brief, teaching a speaking must be considered as the quality of enhancing personal expression for the practitioners. Therefore, the teachers are hopefully requested to maintain their media as well as methods to transfer the standard teaching and learning such giving more times of practices to train the students' speaking, giving the learners topics where the students at that time have to talk in longer times through those topics, or request them to have interaction in pair.

2.1.3. Language Scopes

Language is a form of Communication Bridge that is

carried out both between individuals, individuals with groups, and groups with groups. The communication process is always the basis in a social context. Good communication requires understanding that everyone can understand the meaning¹⁹.

The language domains and modifies the communication for the language proficiency levels. The definitions of the language domains are listening, speaking reading, and writing²⁰. Listening is the first stage to do, this is to process, and interpret information which then evaluates the language of delivery that is carried out in certain situations. Rost stated that listening is significant in language learning because it provides input for learners and it plays an important role in the development of learners' language²¹.

¹⁹ Karen D. Thompson, 'English Learners' Time to Reclassification: An Analysis', *Educational Policy*, 31.3 (2017), 330–63 <<https://doi.org/10.1177/0895904815598394>>.

²⁰ Lisboa, R. M. (2004). Illinois English language proficiency standards for English language learners. Illinois State Board of Education. Division of English Language Learning

²¹ Rost, M. (1994). *Introducing listening*. London: Penguin books.

Hamad expressed that listening comprehension provides the appropriate situations for the acquisition and expansion of other language skills²².

Speaking is the process of engaging in oral communication in various situations for an array of purposes and audiences. As common sense and research suggest, speaking is more than forming grammatically correct sentences and then pronouncing them. According to Krashen, fluency in speaking is not achieved through speaking drills but rather by understanding the input in listening and reading. In other words, speaking is the result of comprehension level; it is not based its cause. The role of speaking acquisition is an indirect role of its contribution to comprehension²³.

Reading is about more than combining information from

²² Mohammad Hamad Al-khresheh, 'The Impact of Cultural Background on Listening Comprehension of Saudi EFL Students', *Arab World English Journal*, 11.3 (2020), 349–71 <<https://doi.org/10.24093/awej/vol11no3.22>>.

²³ Krashen, S. D. (1987). *Principles and practice in second language acquisition*. U.K.: Prentice-Hall International.

the text with a reader's prior knowledge. It is also about the kind of knowledge that the reader possesses based on prior experiences and relationships. Reading is a process of interpreting, and evaluate written language, symbols, and text with understanding and fluency. Fluent reading is shaped by language processes and contexts. It develops alongside other literacy processes and involves prosody as well as speed and automatic, accurate word reading²⁴.

While writing is the process when engagement occurs in written communication in various forms for an array of purposes and audiences. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. Strong writing skills may enhance students' chances for success. Writing is an essential factor of language. Good writing

²⁴ Ismaniar, Jamaris, and Wisroni, 'Improving Children's Early Reading Skills Using Home Environmental Print Model', *Proceedings of the 5th International Conference on Education and Technology (ICET 2019) Advances in Social Science, Education and Humanities Research*, 382.Icet (2019), 403–6.

skills are needed for all the students to accomplish their educational and employable requirements²⁵.

Below is an overview of the five language proficiency levels outline of language development with English as the second language. The process advances from 1 (Entering) to 6 (Reaching) to achieve academic content standards, called model performance indicators (MPIs). Each step of the model indicates a language proficiency level. Several parts below are the performance definitions for each level²⁶:

1. Entering

- a) Pictorial or graphic representation of the language of the content areas;
- b) Words, phrases, or chunks of language when presented with one-step commands, directions,

²⁵ Satya Sri Durga and Chandra Shekar Rao, 'Developing Student's Writing Skill in English- A Process Approach', *Journal for Research Scholars and Professionals of English Language Teaching*, 2.6 (2018), 1-23 <<http://www.jrspelt.com>>.

²⁶ Wida. (2007). *English language proficiency standards: prekindergarten through grade 5*

WH-questions, or statements with visual and graphic support.

2. Beginning

- a) General language related to the content areas;
- b) Phrases or short sentences;
- c) Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support

3. Developing

- a) General and some specific language of the content areas;
- b) Expanded sentences in oral interaction or written paragraphs;
- c) Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when

presented with oral or written, narrative or expository descriptions with occasional visual and graphic support.

4. **Expanding**

- a) Specific and some technical language of the content areas;
- b) A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;
- c) Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with an oral or written connected discourse with occasional visual and graphic support.

5. **Bridging**

- a) The technical language of the content areas;

- b) A variety of long sentences of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;
- c) Oral or written language approaching comparability to that of English proficient peers when presented with grade-level material

6. Reaching

- a) Specialized or technical language reflective of the content area at grade level
- b) A variety of long sentences of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- c) Oral or written communication in English comparable to proficient English peers.

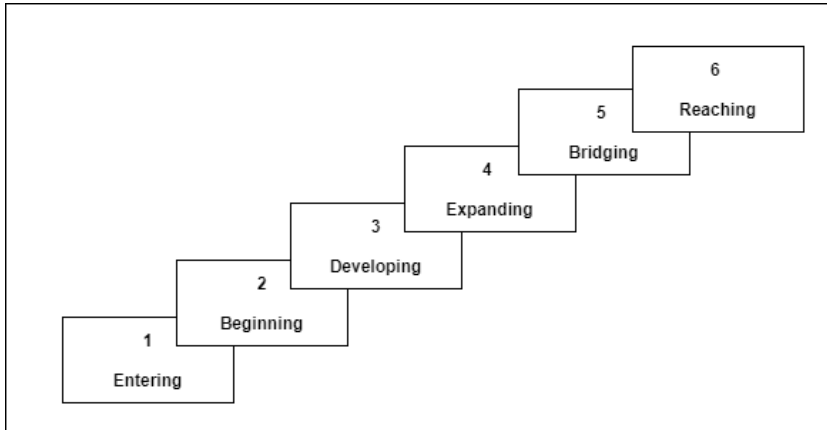


Figure 2.1 The levels of English language proficiency

2.2. English for Specific Purposes (ESP)

English for Specific Purposes or ESP has a significant place to be studied by English practitioners since this issue effects to personal competence especially for skills of speaking field.

2.2.1. Origin of ESP

In the current era of globalization, the development of human activities demands changes in learning trends, including learning English. Diverse human activities make learning English work for various purposes, even

though good learning should be specific to certain goals to facilitate the absorption of the material process. The term for this activity is known as English for specific purposes (ESP). The following are some of the reasons why ESP is considered as important the concept of ESP where to be learned by among students. They are as follows²⁷:

1. The Demands of a Brave New World

At the end of the Second World War in 1945, there was an expansion of several activities, such as technical, economic, and scientific activities on a wide scale. This expansion applies to international languages. At that time, the greatest power came from the United States. Which finally approved the use of English as an international language for communication.

This condition forced many people to start learning

²⁷ Tom Hutchinson and Alan Waters, English for Specific Purposes: A learning Centred Approach, (New York: Cambridge University Press, 1987), p. 6-8

English for communication. Communication is the key to international trade. After the pupils accepted English as an international language, a new generation of students began to learn it. The traders also learn English if they are going to trade their products to foreigners.

Therefore, the effect of the expansion of technical, economic, and scientific activities makes English a topic of necessity as well as the demand for everyone to keep up with the times.

2. A Revolution in Linguistics

This section will feature several studies concerning the use of English in communication in several areas. For example, the use of English communication between the tailor and his customer and the doctor and his patient. The topic of conversation between the two is certainly different, therefore Hutchinson and Waters conclude the following sentence:

"If language varies from one situation of use to

another, it should be possible to determine the features of specific situations and then make these features the basis of the learners' course".

From this sentence, it can be concluded that the English needs of each group in each region where it is different, this needs to identify through analyzing the language characteristics of the work environment in which it works. It is intended to guide students to learn English to be more targeted. In addition to one of the most notable features of this revolution is its emphasis on an individual's linguistic behavior, which includes everything from linguistic production and perception to language learning, second language acquisition, and different facets of actual linguistic communication.

3. Focus on the Learners

Every student has different needs for the version of English they use. This encourages students to learn as effectively as possible. Some learning institutions realize this and then make English courses that can be relevant

to the needs and interests of students. The trick is to classify each student according to their studies. For example, students with biology studies who want to learn English will focus on English language material that has a connection with biology as well.

From this explanation, it can be concluded that the demands of a brave new world, a revolution in linguistics, focus on the learner so that they could perform their ability in English.

2.2.2 Definition of ESP

The emergence of ESP is characterized by major changes that occur in the expansion of technical, economic, and scientific activities. ESP appeared around 1960 in England. Progress in economic development brings students to the United States, The United Kingdom, and the U.S. to study there²⁸.

²⁸ Tony Dudley-Evans and Maggie St. John, *Development in English for Specific Purposes: A Multi-Disciplinary Approach*, (United Kingdom: Cambridge University Press), 1998, p. 19

The definition of ESP can be seen from a variety of different perspectives so experts classify ESP into many terminologies. English recognized as a second language is intended to learn new ways to learn it specifically according to the needs based on the student's environment²⁹.

Experts agree that the English language is in a special position as an approach to the learning objectives. According to Barthia and Bremner, ESP is likely standing as an approach rather than as a product in the position of teaching and learning process³⁰. While Hutchinson and Waters stated that the actual question of teaching ESP is about how people learn which takes the teaching and learning process of ESP into a

²⁹ Brian Paltridge and Sue Starfield, *The Handbook of English for Specific Purposes*, (United Kingdom: John Wiley and Sons, Inc.), 2013, p. 2

³⁰ Vijay Bhatia and Stephen Bremner, *The Routledge Handbook of Language and Professional Communication*, (New York: Routledge), 2014, p. 306

language-centered approach³¹.

Furthermore, Anthony in his book states that ESP is a process of approach of language teaching aimed at professional and academic needs. ESP learners will focus on each section's ability to meet the students' needs using specialized methods and materials. This is what makes ESP different from general English as it is often taught.

Performance of the ESP implementation leads to the significance of the difference between ESP and general learning English, actual ESP is a teaching and learning process that combines the specific case with the general. This merger aims to complete the completeness of the material for the teaching needs³².

ESP's purpose in particular is to manage the

³¹ Tom Hutchinson and Alan Waters, *English for Specific Purposes: A Learning-Centred Approach*, (United Kingdom: Cambridge University Press), 2010, p. 2

³² Laurence Anthony, *Introducing English for Specific Purposes*, (New York: Routledge), 2018, p. 3

language of teachers in delivering materials to their students to improve their language skills. ESP's approach is to discipline the student in the student's environment. ESP acts as an applied linguistics branch in the teaching and learning of English as a Foreign Language (EFL). Also, according to Robinson in Rahman, Robinson defines ESP based on two criteria, namely AIM-directed ESP and ESP directed to needs analysis ³³.

To another expert, Abdul Aziz, the definition of ESP focuses on points such as the nature of the language, the learners' needs, and the language setting, which entirely relates to the study both currently undergoing and the intended study as an upcoming career. While the difference between ESP objectives and general of English learning (ELT) is about the focus of "specific"

³³ Momtazur Rahman, 'English for Specific Purposes (ESP): A Holistic Review', *Universal Journal of Educational Research*, 3.1 (2015), 24–31 <<https://doi.org/10.13189/ujer.2015.030104>>.

teaching³⁴.

Based on the explanation above, the researchers concluded that ESP is English language learning which related to the environment where the students are learning about that issue. The ESP course facilitates English learning from students to support it into all activities within a specific area. ESP focuses on narrower topics to guide the students in establishing the needed ability to communicate effectively in target areas.

2.2.3 Characteristics of ESP

Robinson conveyed another opinion that states the two characteristics of ESP learning ³⁵³⁶. ESP limits a person to a specific goal in a smaller scope. ESP also

³⁴ Javid, Choudhary....p. 35

³⁵ Rahman.p. 26

³⁶ Momtazur Rahman, English for Specific Purposes (ESP): A Holistic Review, Universal Journal of Educational Research Vol. 3 No. 1, 2015, p. 25.

classifies classes into age-based equalization who wish to achieve the same goals.

The time limit of ESP is usually scheduled right before the learner started the course. The goals are also clear which is intended to meet specific skills that the learners need. The characteristics of ESP are as follows. Strevens divides ESP's characteristics into two parts:³⁷

Tabel 2.1 The Characteristics of ESP

The Charact eristics	Absolute Characteristic	Developed to fulfill the particular needs of the learner;
		The content (in terms of themes or topics) connected to the discipline, professional, and activities;

³⁷ Abdulaziz Fahad T. Alfehaid, 'Developing an Esp Curriculum for Students of Health', *PhD Thesis*, January, 2011, 321.

of ESP		The activities in syntax, lexis, discourse, semantics, and so on, focused on the language appropriate and analysis of the discourse;
		Having a contrast with English in general;
Variable Characteristics		The skills that need to be acquired is limited (e.g., reading only);
		There is a possibility of not being taught using any previous approach.

Based on the table above, we can conclude that ESP features have a different focus. The features focus on the objectives, activities, and method of the course.

While the focus of the characteristic variable is the ability of the students and the goals of the students become the focus of learning.

2.2.4 Types of ESP

The ESP approach is also done with the use of specific languages. The intended language is part of the student's discipline and environment. Below are the types of ESP described by Woodrow³⁸.

1. English for Science and Technology (EST)

EST focuses on scientific text techniques. For example, in a laboratory report. Where sometimes there is a mismatch among teachers regarding disciplines and experiences because some ESP teachers know the laboratory such as ESP for social-sciences, or humanities.

2. English for Academic Purposes (EAP)

³⁸ Lindy Woodrow, *Introducing Course Design in English for Specific Purposes*, (New York: Routledge), 2018

The central purpose of EAP is on the communicative needs of students. There is a huge area of English for Academic Purposes since there are differences in English language learning for undergraduate students and English for research students. However, in EAP students will learn about English in the appropriate forms, lexis, and genres that in line with their major or academic level.

3. Business English (BE)

The terms of English for Business Purposes (EBP) or now known as Business English (BE) are quite different from any types of ESP due to the intention of Business English is not only to be able to communicate with the native speaker but also with the non-native ones. This happens because English stands as the lingua franca or called BELF (Business English as a Lingua Franca). Being able to instruct in business generally is the aim of business English.

4. English for Occupational Purposes (EOP)

The main focus of the learning process in English for Occupational Purposes is on the structures and vocabulary which is narrowed to the communicative needs of occupation. For instance, Gordon explains an example of how EOP works for the beginner of manufacturing workers. The course let the workers communicate in the field of work processes, complete orders, understand safety measures, and communicating with their workmates and supervisor.

5. English for Medical Purposes (EMP)

There are two central parts of the process of learning English for Medical Purposes. As the first one is learning English as an international language in the field of medicine, the kind of activity in this process such as learning the structure of medical journal article or how to do a presentation at the conference. The second consideration is learning

clinical communication regarding medical procedures, treatments, and doctor-patient interaction.

6. English for Nurses

This type of ESP is known as a recent phenomenon in English for Medical Purposes (EMP) due to the high demand for international students who take the nurses-degree in English speaking country. The significant goal of this learning process is understanding the culture. This is because there is a different culture regarding when facing death, illness, and sexuality.

7. English for Legal Purposes (ELP)

There are two types of ELP; English for Academic Legal Purposes (EALP) and English for General Legal Purposes (EGLP). Communicative needs of law students are the main consideration of EALP where EGLP focuses on the general legal language, for instance, the legal texts that need the special

knowledge of the discipline.

8. English for Socio-cultural Purposes (ESCP)

This type of ESP is generally developed for immigrants and refugees. The aim of this socio-cultural English is not only focused on the language itself but also teaches how to mingle with the local society.

Meanwhile, Brown divided ESP into two categories which relevant to their purposes; English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Furthermore, the categories of the ESP classified into the more specific categories as shown in the chart below³⁹:

³⁹ James Dean Brown, *Introducing Needs Analysis and English for Specific Purposes*, (New York: Routledge), 2016

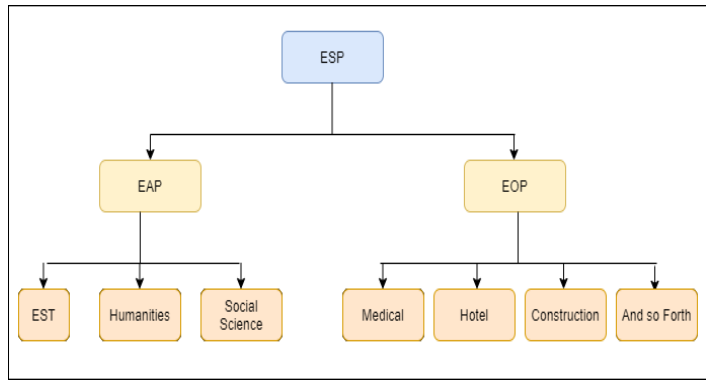


Figure 2.2 Subcategories ESP

Based on the figure above, there are numerous categorizes which claimed the study under ESP. Furthermore, ESP goes to two major types: EAP and EOP where each of this scope has some taxonomies of faculties.

2.2.5 Objectives of Teaching ESP

Helen Basturkmen stated that there are five broad objectives in teaching ESP that must be reached⁴⁰:

⁴⁰ Basturkmen H., *Developing Course in English for Specific Purposes*, (New York: Palgrave Macmillan. 2010), p. 133

- a. To reveal subject-specific language use: This objective focuses on how English is used in the target situation and decides what knowledge should be imparted to the learners.
- b. To develop target performance competencies: the aim is to develop the learners' skills in language to perform the activities in a target situation. The teaching and learning process has to focus on what the learners should do toward language and what skills are needed to present the language.
- c. To teach underlying knowledge: Helen Basturkmen argued that teaching ESP is not only about linguistic proficiency but also the knowledge of the field of work or study. The learners need to understand the disciplinary concept as well as a language skill.
- d. To develop strategic competence: According to Helen Basturkmen "Strategic competence is the link between the context of situation and language

knowledge” it also can be defined as the way to communicate efficiently.

- e. To foster critical awareness: In the target situation, the learners will face the norms of the target situation. This situation demands them to be aware and to understand the target language (in this case, English), behaviors, or knowledge to act properly. In teaching, the teacher has to increase the learners’ critical awareness. It can be achieved by discussing how norms and communication practices in the target situation can be built. Stren’s classification in Helen Basturkmen stated that “this objective can be linked to the cultural knowledge and effective objectives.”

The objectives of teaching ESP are to create a challenge for teachers and syllabus maker to provide a course to reach the objectives above. Therefore, a teacher and a syllabus maker have to consider what material must be given, the students’ condition in learning English, what students’ style in studying English, and

what facilities are provided by schools.

2.3. Previous Research

In the research process, the researcher looks for research related to the topic to be taken as references. Here are some previous studies that are used as references for this research.

The first research was conducted by Bellania Ahinta Maynanda in 2018. This study aims to analyze the application of ESP in the Department of Islamic Religious Education at the Faculty of Education at UIN Syarif Hidayatullah Jakarta for the 2018/2019 academic year with the research sample are students majoring in Islamic Religious Education. The result of this study says that most students in Islamic education know that their English language skills are in accordance with their career targets, however, unfortunately, the subjects taken do not support the use of English. In addition, in this study, it was also found that the application of ESP in

the Islamic education department did not go well⁴¹. Similarly, these both studies are comparable since this previous study discussed the implementation of ESP in Education of Faculty at UIN Syarif Hidayatullah while this current study will describe the actualization of ESP within teaching speaking at vocational school in Jepara. Then, both studies were quite different since this previous study focused on observing the students' quality at college while this current study conducted at SMK.

The second preceding study was conducted by Ahmad Hasehm Alsamadani in 2017. This study investigated the engineering students' needs analysis. Data collection was carried out through observation, questionnaires, and interviews with students as well as

⁴¹ Maynanda B. A., (2018). *Analyzing the Implementation of esp for islamic education students.*

engineering teaching staff. The result was the ESP method applied in the classroom tends to focus on receptive skills. Skills focus on technical studies, namely writing, reading, and speaking. From the questionnaire, it was concluded that some students showed their disinterest in listening skills. Therefore, it is necessary to do a deeper analysis when preparing the ESP within the scope of engineering⁴². Equally, either this previous study or this current topic was similar each other since both of them was talking about English for Specific Purposes, whereas they are typically different because of its purpose.

Other research conducted by Dr. Md. Momtazur Rahman in 2012 titled "The English Language Needs of Computer Science Undergraduate Students at Putra University, Malaysia: A Focus on Reading Skills"

⁴² Hashem Ahmed Alsamadani, 'Needs Analysis in ESP Context: Saudi Engineering Students as a Case Study', *Advances in Language and Literary Studies*, 8.6 (2017), 58
<<https://doi.org/10.7575/aiac.all.v.8n.6p.58>>.

conducted a study with a sample of fifty undergraduate students majoring in computer science at Putra University, Malaysia. The purpose of this study was to determine the needs of students' reading skills. The results show that undergraduate students need reading skills in the computer field. However, the studies obtained from universities are not yet following English language standards where its use is specified in the field of computers⁴³.

Research on ESP was also conducted by Abdulaziz Fahad. The research used data obtained from questionnaires, semi-structured interviews, and document analysis. Samples used are in academic and professional personnel, namely teachers, students, hospital managers, and special administrators. The purpose of this study was to find out the needs of students and evaluate ESP courses at Health Sciences

⁴³ Rahman, M. (2015). English for Specific Purposes (ESP): A Holistic Review, *Universal Journal of Educational Research*.

Colleges (HSCs) in Saudi Arabia. As a result, four English skills are equally important for ESP courses while there are some limitations in the teaching process including curriculum, teaching methods, and assessment procedures ⁴⁴. The similarity of both texts is in what circumstance of the topic is chosen by the researcher; this study was about ESP scope. However, either this current topic or preceding study was different since this new proposal of study will observe the implementation of teaching speaking in term of ESP at vocational school while this new report highlighted classroom observation at SMK to train the students' speaking skill.

Additional research on ESP is from Kaharudin and friends in 2019 with the title "Needs Analysis on English for Vocational Purpose for Students of Hospitality Department". This study analyzed the needs of students in learning English, especially students of an

⁴⁴ Alfahaid.p. 38

accounting major. The method used to use a qualitative method with 35 students of eleventh grade of accounting class as subjects. The data obtained comes from observations, interviews, and questionnaires. The results showed that of the 35 learners, 37.1% stated they are getting better in English and the rest, 62.8%, stated that they aimed to be able to communicate in English well in subjects especially related to accounting. While the rest, 62.8% stated otherwise⁴⁵.The resemblance between the two texts is due to the researcher's choice of topic; this study focused on ESP scope. However, either this issue or the previous study was different, because this new study proposal would look at how to educate speaking in terms of ESP at a vocational school.

Based on previous research, researchers found that there was little difference between this study and

⁴⁵ Kaharuddin, Hikmawati, and Burhanuddin Arafah, 'Needs Analysis on English for Vocational Purpose for Students of Hospitality Department', *KnE Social Sciences*, 2019 (2019), 344–87 <<https://doi.org/10.18502/kss.v3i19.4869>>.

previous studies that sampled the students used in this study. Previous research took samples of engineering students, Islamic religious education students, economics students, and computer science students while the researchers took samples from students who came from vocational students. In addition, the research conducted by Abdul Aziz is similar to this research, but what distinguishes it is the intention, Previous research was to change the ESP curriculum while this research was intended to analyze and explore the current implementation of ESP for students at SMK Modern Islamic School Jepara.

2.4. Theoretical Framework

Especially in the era where the globalization of business, education, and many disciplines has developed and centered on the English-speaking country. It is also important to learn English specifically since nowadays journals, books, and any sources mostly presented in English. The way to learn a specified English language

that is related to the learners' tertiary education or working circumstances are known as English for Specific Purposes (ESP).

On the contrary, sometimes the implementation of ESP in non-native English-speaking countries faced many problems. One of the problems is that people tend to neglect the importance of ESP at the university level. Implementation of ESP faces problems because the curriculum considers learning basic English is enough and it is not necessary to learn a specified English language that relevant to most of the study.

Furthermore, based on the problems at SMK Modern Islamic School Jepara in the implementation of ESP. The researcher wants to find out whether the implementation of ESP at SMK Modern Islamic School Jepara has successfully implemented and the needs of students in learning English for Specific Purposes (ESP) especially English in the hospitality area have been met.

Nonetheless, previous studies and current research

have similarities that are determined the implementation of English for specific purposes while, in conclusion, both studies are different in the spot and the subject which were observed where the report conducted.

CHAPTER III

RESEARCH METHOD

This chapter provides description of how to get the answers of the research problems by presenting relevant methods and strategies that used in this research. This chapter serves such research approach, time and setting of the research, source of data, instruments of data collection, data validity test, and procedures of data analysis.

3.1. Research Design

Research approach is scientific process to get needed data in research with particular goal and specific function; The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible. In this research, this current study utilized a qualitative design because this study focuses on the analysis or interpretation of the written

material in context⁴⁶.

In conducting this research, the writer employed descriptive qualitative approach as the methodology of the study. Descriptive research is then called as the research which focused on describing situation and condition to be explained in research report. The writer at the time described the real situation and condition of English teaching and learning process and the result of students' answer on questionnaire sheet to find out the marketing students' need in learning English.

3.2. Time and Setting of the Research

To set on this academic research, the writer planned to appoint when this study would be conducted, what procedures must be obeyed to accomplish this field report at SMK Modern Islamic School Bandengan Jepara located at Tirto Samudro Street, Bandengan, Jepara, Central Java. This following schedule was set to aid the writer in

⁴⁶ JOHN W CRESWELL, *EDUCATIONAL RESEARCH*, ed. by KAREN MASON, 4th edn (PEARSON, 2012).

conducting this academic report:

Table 3.1 Time Schedule of the Research

No/Date	29 of Sept	30 of Sept	1 of Oct	2 of Oct	4 of Oct	5 of Oct	6 of Oct	7 of Oct	8 of Oct
1	Preparing the research instrument								
2			Classroom observation						
3					Students' interview session				
4								Analyzing the data	

Based on the table above, the writer at the first would be preparing some instruments of the study such as documentation list and interview questions which then

distributed to the students selected. On 1-2 of October, the researcher was going to do classroom observation to take some objective facts during teaching and practicing. To gain the personal opinion of the students, the writer administrated interview on 4 – 6 of October 2021 then summarized with personal analysis by the researcher to sum up what the phenomenon occurred.

3.3. Participants of the Research

Participants of the study becomes significant since the number of respondents would be giving the valid information toward the topic highlighted. As the setting of the study was at SMK Modern Islamic School Bandengan Jepara, the participants were 26 selected students from class XII A & B who had been learning English for Specific Purposes for 2 years. Those numbers of the students were observed during practices in this semester of 2021/2022 academic years then interviewed by the writer.

3.4. Instruments of Data Collection

To accomplish this academic research, instrumentation

refers to the selection or development of tools for making observations regarding variables in a research investigation, as well as their subsequent application. The data is gathered, recorded, and used as primary data⁴⁷.

In accordance with the topic, the researcher focused the implementation of teaching speaking in ESP setting for hotel accommodation students at Indonesia Vocational High School and what the students responded to the questions given. The following tables were the instruments which applied by the writer to finish this research:

3.4.1. Classroom Observation

Doing observation to finish the topic, an act of observing a teacher's performance in their classroom or learning environment is known as a classroom observation. By methodically seeing and documenting teachers in action, classroom observations are a qualitative way of capturing and noting teacher behavior

⁴⁷ Mason Jennifer, *Qualitative Researching*, (California: The Cromwell press), 2002), p.01

and mastery⁴⁸. Via this instrument, the writer was aided to achieve the chronological issue during classroom activities. This following table represented classroom observation to monitor students' practice which adopted from Mulleneaux.⁴⁹

Table 3.2 Classroom Observation

No	Condition in The Class	Fact		Note
		Yes	No	
Planning				
1.	Teacher prepares Lesson Plan			
2.	Teacher prepares teaching aids and controls the procedures of students' practice			

⁴⁸ Mohamad Mustari & Taufiq Rahman, *Pengantar Metode Penelitian*, Yogyakarta : Laksbang Pressindo, 2012), p. 37

⁴⁹ Audra Mulleneaux, 'English for Specific Purposes (ESP): Which Linguistic Skills Improve and Which Do Not Improve throughout the Duration of an ESP Class?', *Culminating Projects in English; Department of English*, 2017.

Learning Process (students are performing their ability)			
1.	Before teacher opens a lesson, the students are directed to prepare themselves.		
2.	Teacher asks students in stimulating practice.		
3.	Students perform with some expressions of English		
4.	Students participate in delivering the subject clearly		
5.	Teacher then evaluates the material by using understood language		
Classroom Management (Teacher gives suggestion as well as control)			

1.	Teacher controls students well.			
2.	Teacher grouped the students in various way.			
3.	Teacher manages time allotment well.			
4.	Teacher builds interaction with the students.			
5.	Teacher finds challenges or obstacles when teaching and learning process are done.			
6.	Teacher can solve the challenges which are found in the teaching and learning process			
Assessment (Students' reflection after simulation)				

1.	Teacher assesses students' using appropriate assessment.			
2.	Teacher corrects students' evaluation			
3.	Teacher gives feedback to the students' learning result.			
4.	Teacher gives homework to students.			

Those numbers of columns are employed to guide or monitor the running teaching and students' practice in the subject of English for Specific Purposes.

3.4.2. Interview Section

Beside classroom observation, interview would be functionally helpful to gain the objective response from the students who were as the main actor. The

interview is a process of direct engagement, dialogue, questioning, and answering between two or more people in order to gather the information needed⁵⁰. This following samples would guide the students to respond their curiosities:

Table 3.3 Students' Interview

No	Items of Questions	Students' Responses
1	How often do you use English in the class?	
2	What are the materials taught by teacher for maritime students in learning English?	
3	What challenges do you face in learning this ability or practice?	

⁵⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta CV), 2014. p. 274

4	What are the strategies to face the challenges of learning and practicing English?	
5	How do your teachers motivate you to comprehend this ability?	

Those are several questions which functioned to get the students' responses toward the subject taught in comprehending the ability of English practice.

3.5. Procedures to Analyze the Data

There were numerous of procedures of how this topic highlighted was analyzed. They were as follows:

1. The researcher on observation session was going to take some objective phenomenon while the teaching and practicing were running.
2. The researcher then took students' interview session to know how what and why some occurrences were happened and how to solve them.
3. And the last, some documents collected will be as the

core of the factual data to be further analyzed and summarized.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter offers both research findings and research discussions academically. These findings and their presentation were produced in response to the research difficulties that were expressed in the first chapter of this study; also, the discussion was written to provide a detailed explanation of the study that was undertaken. Teaching speaking to Hotel Accommodation Students at Vocational School was either the topic of the findings or the topic of debate.

4.1. Research Findings

This study revealed the investigation of students' speaking ability when they practiced and then assessed by their teachers at Vocational School of Jepara. In this section, the researcher, besides, identifies some real-life events, such as what the precise data from the online interview revealed and how the methodological teaching was implemented.

The researcher looked at how students' performance in terms of speaking skill was measured conceptually and functionally, as well as what teachers had taught them to acquire speaking competence. The subject of this academic report's research was Vocational School teachers in grades XII A and B for the academic year 2021/2022. In order to address the study difficulties highlighted in Chapter 1, the researcher performed an interview with both English teachers and students.

Furthermore, in Chapter 1, both research problems were mentioned, and they were structured to learn about the implementation of teaching speaking in an ESP setting for hotel accommodation students at Indonesia Vocational High School, as well as how students responded to this setting. Finding the application of teaching speaking for hotel accommodation and students' answers were the following sub-themes.

4.1.1 The Implementation of ESP

As students studied at Vocational Schools, the primary

purpose of teaching speaking competency was to maximize students' speaking skills by facilitating them with specific topics of English for Specific Purposes. As a result, the researcher responded to the questions presented during classroom observation with a variety of phenomena.

According to the classroom investigation, the writer found that some elements provided below were executed by the teachers before, during, and after teaching and learning. The table below showed classroom observation of ESP's setting in teaching speaking at Vocational School for 12 graders.

Table 4.1 Classroom Observation

No	Condition in The Class	Fact		Note
		Yes	No	
Planning				
1.	Teacher prepares Lesson Plan	V		

2.	Teacher prepares teaching aids and controls the procedures of students' practice	V		
Learning Process (students are performing their ability)				
1.	Before teacher opens a lesson, the students are directed to prepare themselves.	V		
2.	Teacher asks students in stimulating practice.	V		
3.	Students perform with some expressions of English	V		
4.	Students participate in delivering the subject clearly	V		

5.	Teacher then evaluates the material by using understood language	V		
Classroom Management (Teacher gives suggestion as well as control)				
1.	Teacher controls students well.	V		
2.	Teacher grouped the students in various way.	V		
3.	Teacher manages time allotment well.	V		
4.	Teacher builds interaction with the students.	V		
5.	Teacher finds challenges or obstacles when teaching and learning	V		

	process are done.			
6.	Teacher can solve the challenges which are found in the teaching and learning process	V		
Assessment (Students' reflection after simulation)				
1.	Teacher assesses students' using appropriate assessment.	V		
2.	Teacher corrects students' evaluation	V		
3.	Teacher gives feedback to the students' learning result.	V		

4.	Teacher gives homework to students.	V		
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Based on the findings, the writer discovered that teachers' implementation before they were in classroom prepared their instruments such lesson planning, assessment's rubric, and classroom journal. On the others words, the researcher noted when investigation was running that the teachers brought their documentation.

Preparing the pupils with a number of practices were done by the teachers as the researcher found this. In addition to teaching goal, the students were aware with some notifications from their teachers such that they must do during teaching and learning: practices and performances were both their goals.

Likely, mental and physical preparation were quite significant because the students needed to know what

they were going to do. Therefore, the teachers before started the lesson began, they had to make their students well-prepared. Then, the teaching had already began where the teachers asked the learners with small practices such reflecting the lesson given before and asking and giving such questions in pair.

Moreover, the researcher also knew that the students were then performing the requirement according to the topic given; they had to express their ability in English. At that time, the students as found by the researcher participated in delivering the subject in proper. In detail, one by one the student who was called must practice or in pair.

At the moment the students were done their practices, the facilitator gave evaluation with simplest explanation. The correction could such grammatical mistakes, pronunciation, expression, and body language. After the evaluation was given to some students who possessed a lack, the teachers then grouped the learners

into various minor groups.

The teachers managed them well such giving the students facilitation such how to use grammatical usage properly, to sound good pronunciation, and expression. The researcher saw that this interaction positively built good communication between teachers and students. While having this communication, the findings revealed that the teachers tried to solve the students' challenges and obstacles when they were on progress to show their performance.

At the end where the students were done with their presentation, the teachers scored their achievements then gave them feedback; on what the students had to keep their track of, what they must avoid and, what they need to develop then. Besides, this summative evaluation included grammatical usage, face expressions, English pronunciation, and messages. Additionally, for the students' reflection, the teachers then gave them homework for their enrichment at home.

They are such phenomena which were already reported by the researcher when she was in at classroom investigating how the teachers and students interacted with each other to fulfil speaking competence. Then, the implementation of class settings toward the realization of teaching speaking started with preparing the documents of teaching plans then followed with numerous aspects of teaching procedures and closed with assessments.

4.1.2 Students' Responses toward the Implementation of ESP

Since this study focused on students' speaking performance for grades of Vocational Schools in Jepara, the teachers applied English for Specific Purposes in terms of speaking necessary. And to answer research question number 2, the researcher needed to provide what the students exactly commented toward the realization of ESP's setting in the classroom.

The responses were from the students of grades X A

and B where 26 students were selected to give their opinion toward the performance of students; there were 5 questions that related to students' feel. The following were some responses. Question number 1 was about how often the students spoke English for their daily academic purposes, the following were such responses (see appendix 1):

"If it is necessary to use English, I will try to do it"

(student 1)

Those responses belonged to students' ideas toward the use of English communication during the class; the researcher then understood that most students preferred to Bahasa rather than English because of its problems. The second question was about the focus or the material that given for Maritime students; some responses were such below and for more detail see (appendix 1):

"Material about hospitality, especially about talking to tourists"

(Student 2)

Their responses were clear that the materials given for English class related to their goals: hospitality subjects. Numerous challenges or obstacles were questioned by the researcher when they learn or practiced, and these responses answered research question number 2. These following comments were as follows:

According to the responses declared by the numbers of students, the researcher comprehended that some students were not confident enough to say in English. The fourth question focused on techniques of strategies to solve those problems; see appendix 2 for detail phenomenon!

“Open my notes”

(Student 5)

To sum up the students' responses in solving their

difficulties, the students were aware to find essential strategies to solve their problems such finding the strange words from google translate, printed dictionaries, or asking to certain people who knew. Teachers' motivation was very essential to help students grow and be encouraged, this last response was written to report the teachers' motivation to make students well-being.

“By continuing to practice and forcing each student to speak in whatever English you can, so that you get used to it”

(Student 1)

It could be concluded that the responses given by the number of students were linear to the general problems in teaching students to speak for certain purposes.

4.2 Research Discussion

The researcher highlighted teaching speaking with English for Specific Purposes at the vocational school level, which was systematically utilized to acquire

speaking competency in eleven graders, in this part. Both classroom observation and student interviews were administrated to gain both research problems.

Primarily, the interview functioned to know what students needed to say about classroom phenomena the students' preparation to learn English and what they basically faced numerous obstacles. Besides, ESP was implemented to push the students to speak for certain purposes as they learn at vocational school.

Furthermore, to answer research question number 1 where this was about the implementation of ESP inside the classroom to support students' speaking ability for vocational graders. According to classroom investigation, the table explained in detail that English teachers who taught at the level of eleven grade enabled students to explore speaking skills with certain practices.

Based on the researcher's investigation, teaching planning is proper where the teachers provided both the

lesson plan and its assessment. Moreover, either lesson plan or assessment was significant to accommodate the learners in learning speaking especially when they were in practice.

Moreover, students are expressing their abilities after being given support as well as facilitation from their teachers. Precedingly, the teachers must start the learning by serving motivation as well as stimulating so that the learners were aware and ready; the learners were encouraged with some apperception before going to study the subject. Subsequently, the learners took their roles to perform either individually or in pairs before the facilitators evaluated them.

Likely, classroom management for teachers was quite essential where the teachers then had better gave control and suggestion to their pupils. Based on the observation, English teachers were done for their classroom control such as accommodating students for their necessities, grouping them in various groups,

managing time for them, having good interaction between teachers and students, and trying to find standard alternatives to solve their problems.

In the end, students' reflection was done after they simulated their practices. The researcher discussed that the teachers were required to assess their learners to achieve numerous scores through various ways such as practicing with certain topics in pairs which highlighted body language, eye contact, grammatical usage, and vocabulary.

Then, the feedback was extremely functional as the students needed their corrections for better achievement. The researcher saw and explained that feedback must be executed to give corrections and suggestions. In addition to students' enrichment, the teachers served homework for them to extend their ability at home.

Besides, the researchers found many ideas from students interviews which were given to achieve research question number 2. There were 5 items where

these questions covered how often the students spoke English in their class, the materials that were learnt, the challenges they faced, the strategies that must be taken, and the motivation that was given by the teachers.

Plenty of students who were in the classroom spoke English to be their standard communication; the learners naturally communicated with their partners or teachers using English when they were learning this subject. Furthermore, some of them didn't speak English as they were not able to use this language.

As this competence asked the students to have the ability to express the material of hospitality and tourism, the students must comprehend this subject or topic using English. These both topics were quite difficult because some new and strange vocabulary would be applied. In short, the students studied the topic of hospitality and tourism.

The researcher then discussed what challenges were interrupted them in learning English. During practices,

more than 15 students were challenged in finding vocabulary that related to the topic given, and feeling nervous when they were communicating with native speakers. According to the interview, being nervous was commonly occurring when the students learnt English with their communicant.

In learning and practicing, the teachers must serve and facilitate the students with some strategies that helped them to find the best strategies to solve their problems. According to the students' interview, they were accustomed to open google classroom to help them finding the words; some them were also re-learning at home what they had studied from their teachers.

The last responses, the teachers looked ready to encourage and motivate the students in learning the subject required by their school. Generally, the teachers gave the best motivation such keeping as sprit and motivation in learning the language, facilitating them always inside the class, and giving the best strategies.

This research was similar to the number of previous papers in facilitating the students to learn how to speak with numerous goals of purposes where the teachers as the primary knowers gave the solution to them how to make their class better. Research in the field of language for specific purposes aimed to investigate how language was used within specific contexts, such as professional domains or specialized communities. Previous studies, Bellania Ahinta Maynanda in 2018 Ahmad Hasehm Alsamadani in 2017 Tri Yuana and Esti Kurniasih in 2013, in this field have explored various aspects, including terminology, discourse patterns, genre analysis, and communicative needs of specific user groups. Current research often built upon these previous studies by expanding upon existing knowledge and addressing new research questions. It might further investigate specific linguistic features, delve deeper into the communicative needs of particular professional groups, or examine how language was used in emerging

domains or technologies. Furthermore, current research often sought to strengthen previous findings by providing additional empirical evidence or employing more advanced research methods. This could involve conducting larger-scale studies, using more diverse data sources, or applying new analytical frameworks or technologies. By building on previous research, current studies contributed to the overall understanding of language for specific purposes. They provided insights into how language functions within specialized contexts and can inform the development of teaching materials, language policies, and professional communication practices.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the research findings as well as research recommendations for additional investigation in a scientific manner. The study's conclusion systematically summarized the research results and discussion that were stated in the previous chapter of this research, either the research suggestion was about the recommendation of using English for Specific Purposes for enhancing students' speaking skills, or the research suggestion was about the recommendation of using English for Specific Purposes for enhancing students' speaking skills.

5.1. Research Conclusion

This academic study focused on the implementation of English for Specific Purposes to help the students of grade XI to comprehend as well as to practice speaking field. The students who studied the field of hospitality and maritime possessed numerous practices inside or

outside class which facilitated by the English teachers. According to the finding presented that the teachers mostly prepared themselves to serve teaching purposes, classroom management, students' assessment, and students' feedback and suggestion. The phenomenon was achieved from classroom observation when the researcher noticed the teachers.

The researcher also concluded that the result of interview bore some ideas from the students which related to their ability in addition to their strategies for learning English. The students, besides, mostly spoke English for their academic purposes such as their practices and their assessment. Furthermore, they unfortunately had a lack in certain categories in practices; for instances, being nervous when they communicated with native and forgot the vocabularies that studied inside the class. Yet, they tried themselves to solve their obstacles such looking for dictionaries or asking the teachers.

5.2. Research Suggestion

Since this study revealed the classroom investigation which highlighted students' ability in speaking skill after being taught by the teachers through the setting of ESP, the teachers had better to serve prototypes for easily teaching or facilitating the students in understanding the material: hospitality and maritime. Moreover, the media could be from virtual sources or non-virtual one so that the students could benefit from this learning process.

The second suggestion was for the learners who studied speaking skills for certain purposes; they must force themselves to have various practices: such having communication with experts or native in order to develop their ability or watching some English movies.

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APPENDICES

APPENDIX I

Students' Responses

"If it is necessary to use English, I will try to do it"

(student 1)

"Only during lessons, Mrs. Hanna"

(Student 2)

"When studying English"

(Student 3)

"Sometimes if I don't slip up using Indonesian"

(Student 4)

"Always in English lesson"

(Student 5)

"Sometime when I'm not forget with vocabulary"

(Student 6)

"Sometime when I'm not forget the word"

(Student 7)

"Focus on conversations with tourists"

(Student 3)

“Materials related to hospitality and vocabulary related to hospitality and tourism”

(Student 7)

“Hospitality, speaking, technique to speak English well”

(Student 10)

“Speaking, listening, vocabulary and about hospitality”

(Student 11)

“Speaking and all about hospitality and attitude”

(Student 13)

“To use English fluently is a bit difficult and challenging”

(Student 11)

“Feeling nervous when dealing with tourists”

(Student 12)

“Forget the vocabulary that was taught by the teacher”

(Student 13)

“I’m forget the vocabulary and nervous when I speak English”

(Student 18)

“Sometime I’m not understand with the material because we must explore the reality not same.”

(Student 20)

“Opening google translate when I forget”

(Student 7)

“Learning English in break time”

(Student 9)

“Opening my note and repeat the material”

(Student 11)

“I’m always learning at the night and prepare the material for tomorrow”

(Student 12)

“Repeating again the material and try to speak English with my friend”

(Student 14)

“Opening my note, opening google translate, asking

to my friends”

(Student 15)

“Relaxing and asking some question to my teacher about English lesson when I’m feel tired and bored”

(Student 18)

“Always give positive sentences at the end of the lesson”

(Student 2)

“She is always speaking English and give the example.”

(Student 3)

“She always said "wrong is okay, learn to get used to using English"

(Student 4)

“She makes me feel like a friend and humble, whenever English is difficult but She make English speaking easy”

(Student 8)

“Patient and always smiling even though I'm

annoying and not angry when I'm wrong, but gives good advice”

(Student 10)

“Always sets an example first, and she goes directly to the field during practice”

(Student 11)

“Always give positive affirmations and be patient to face every challenge”

(Student 12)

“She always respects our process and never pushes her will, she is patient and friendly and flexible”

(Student 13)

APPENDIX II
Classroom Observation

No	Condition in The Class	Fact		Note
		Yes	No	
Planning				
1.	Teacher prepares Lesson Plan	V		
2.	Teacher prepares teaching aids and controls the procedures of students' practice	V		
Learning Process (students are performing their ability)				
1.	Before teacher opens a lesson, the students are directed to prepare themselves.	V		
2.	Teacher asks students in stimulating practice.	V		
3.	Students perform with some expressions of English	V		
4.	Students participate in delivering the	V		

	subject clearly			
5.	Teacher then evaluates the material by using understood language	V		
Classroom Management (Teacher gives suggestion as well as control)				
1.	Teacher controls students well.	V		
2.	Teacher grouped the students in various way.	V		
3.	Teacher manages time allotment well.	V		
4.	Teacher builds interaction with the students.	V		
5.	Teacher finds challenges or obstacles when teaching and learning process are done.	V		

6.	Teacher can solve the challenges which are found in the teaching and learning process	V		
Assessment (Students' reflection after simulation)				
1.	Teacher assesses students' using appropriate assessment.	V		
2.	Teacher corrects students' evaluation	V		
3.	Teacher gives feedback to the students' learning result.	V		
4.	Teacher gives homework to students.	V		

NAME	How often do you use English in the class?
Zulfa Alya Inzayh	if it is necessary to use English, I will try to do it
Rio Junior Carlota	only during lessons, Mrs. Hanna
yuda anisa putra	s ometime
siska aulia	always
muhammad rifki isanul	when studying english
kevin ulinniah hasan	always
ica fiolita endriyani p.n	s ometime
beta fajar juiyanto	s ometimes if I don't slip up using Indonesian
Ardiansyah D.P	always in english lesson
BAGAS HARDIANSYAH	s ometime in english lesson
Wismu Adi S	Always
Titik Nuzuliyah	S ometime when I'm not forget with vocabulary
SHOCHEH AL KHABIB	ALWAYS
Parhan Isa Dursalam	Always
Nor Syafaat	always in english lesson
Nisa A.	usually
Agus Alfian R.W	s ometime
Nellya Nicky F.	Always in english less on
Putri Ayu Try WL	s ometime when I'm not forget the word
M.Syahrul S.A	always
M.N. Misna	s ometime
AGUS ADI ARIYANTO	Always
Khiyarotun Nilhah	always
Ahmad Yusuf A.	Usualy
Bagas W Raharjo	Always
Muhammad Faiq	s ometime

NAME	What are the materials taught by teacher for maritime students in learning english ?
Zulfa Alya Inayah	have not thought of that yet
Rio Junior Carlota	material about hospitality, especially about talking to tourists
yuda arisa putra	focus on conversations with tourists
sis ka aulia	vocabulary and speaking
muhammad rifki is arul	hospitality and speaking
kevin ulinniah hasan	materials related to hospitality and vocabulary related to hospitality and tourism
ica fiolita endriyani p.n	speaking, technique, vocab
beta fajar juiyanto	speaking and hospitality
Artiansyah D.P	hospitality, speaking, technique to speak english well
BAGAS HARDIAN SYAH	hospitality, vocabulary, speaking, listening
Wisnu Adi S	english hospitality material
Titik Nuzuliyah	speaking, listening, vocabulary and about hospitality
SHOCHEH AL KHABIB	ALL MATERIAL ABOUT HOSPITALITY
Parhan Isa Dursalam	the hospitality material and practice speaking
Nor Syafaat	all about hospitality and attitude
Nisa A.	speaking and all about hospitality and attitude
Agus Alfian R.W	material about hospitality and attitude speaking
Nellya Nicky F.	speaking, vocabulary, verb, and attitude
Putri Ayu Try WL	speaking, attitude, english lesson
M.Syahrol S.A	english lesson speaking
MN. Muna	english lesson about speaking
AGUS ADIARIYANTO	english speaking and attitude
Khiyarotun Nihah	english speaking writing listening and attitude
Ahmad Yusuf A.	english lesson
Bagas WRaharjo	speaking, attitude, vocabulary
Muhammad Faiq	material english lesson

NAME	What challenges do you face in learning this ability or practice?
Zulfi Ayu Inayah	to use English fluently is a bit difficult and challenging
Rio Junior Carlosa	feeling nervous when dealing with tourists
yuda anisa putra	the tourist vocabulary is sometimes unclear
siska auli	forget the vocabulary that was taught by the teacher
muhammad ifki isarul	nervous when meeting tourists forget all the material during practice
Kevin ulinnah hasan	nervous during practice
ica fiolita endryani p.a	lack of vocabulary, often forget
beta fajar juyanto	im forget the vocabulary and nervous when i speak english
Arhansyah D.P	nervous make me forgot about the material
BAGAS HARDIANSYAH	understand vocabulary the tourism make me nervous
Wisnu Adi S	sometime Im not understand with the material because we must explore the reality not same.
Tink Nazuliyah	time, I need long time to learn english because english very difficult
SHOCHHEH AL KHABIB	NERVOUS WHEN IM PRACTICE IN THE REALITY
Puthan Isa Dursalan	often forgets vocabulary and gets nervous when talking to other people
Nor Syafiq	nervous and sometimes have trouble developing sentences
Nisa A.	often forget the material that has been taught, sometimes nervous
Agus Alfian R.W	sometime Im bored because Im nervous speak english
Nelly Nedy F.	when I have challenge from my teacher to explore more word in reality and practice
Patri Ayu Try W.L.	sometime Im nervous and blank about english speaking
M.Syahmi SA	sometime I meet difficult word and I can't explain about it
M.N. Muna	nervous
AGUS ADI ARIYANTO	nervous make me blank about what I must to do
Khizarun Nilbah	when I have more homework from my teacher but Im not understand because sometime Im feel tired
Ahmad Yusuf A.	Im blank and forget the words when I meet tourism in practice
Bigas W Raharjo	sometimes I forget what I have learned and prepared beforehand, especially during practical exams I am often nervous when I meet tourists who are traveling
Muhammad Fiq	sometimes I don't understand what the other person is saying, because I think that includes

NAME	What are the strategies to face the challenges of learning and practicing English?
Zulfi Ayu Inayah	doing conversation with friend
Rio Junior Carlosa	feeling nervous when dealing with tourists
yuda anisa putra	ask back the tourist I talked to
siska anlu	open my notes
mahammad nifi isaral	open google translate when im forget
kevin ul inniah hasan	prepare the material at the night
ica fiolita endryani pan	open my note
beta fajar juyunto	learn english in break time
Andiansyah D.P	open my note and repeat the material
BAGAS HARDIANSYAH	prepare my mentality when I meet tourism
Wisnu Adi S	im always learning at the night and prepare the material for tomorrow
Titik Nuzuliyah	repeat again the material and try to speak english with my friend
SHOCHEH AL KHABIB	DRINKING BEFORE I MEET THE TOURISM IN HOTEL WHEN PRACTICE
Puthan Isa Dursalam	try and learning again
Nor Syafaat	open my note, open translate, ask to my friends
Nisa A.	listen to music make me relax
Agus Alfian R.W	relax and ask some question to my teacher about english lesson when im feel tired and bored
Nellya Nicky F.	open youtube, and google searching and make some note
Patri Ayu Try W.L	remember when my teacher say relax and close my eyes than open my small note
M.Syahn I.S.A	open my note and open google searching and get enlightenment to develop words
M.N. Muna	study hard, focus and happy in the situation
AGUS ADI ARIYANTO	pray to god and BTW before im continue what should I do
Khizarotun Nilbah	ask to my friend and do homework together
Ahmad Yusuf A.	pray to god and study hard
Bagas W Raharjo	pray to god that all is well, and keep doing my job as best I can
Muhammad Fairq	ask again what was said and ask him to explain again in a more familiar language

NAME	How do your teachers motivate you to comprehend this ability?
Zulfa Alya Inayah	by continuing to practice and forcing each student to speak in whatever English you can, so that you get used to it
Rio Junior Carlosa	always give positive sentences at the end of the lesson
yuda arisa putu	she always speaking english and give the example.
siska aulia	he always said "wrong is okay, learn to get used to using english"
muhammad rifki isarul	she's beautiful, smart, and i have motivation to be better
kevin alimiah hasan	give english lessons with fun
ica firdita endriyani p.n	she humble make the english easy to understand
beta fajar juyanto	not afraid of being wrong, keep trying, and repeating difficult words that have been taught
Ardiansyah D.P	my lovely teacher, always make me happy in this lesson
BAGAS HARDIANSYAH	every feedback given at the end of the lesson is my motivation
Wisnu Adi S	She make me feel like a friend and humble, whenever english is difficult but She make english speaking easy
Titik Nuzuliyah	never angry when wrong, and always give good advice
SHOCHEH AL KHABIB	PATIENT TO REPEAT LESSONS THAT SOMETIMES FORGET
Parhan Ika Dusalam	patient and always smiling even though I'm annoying and not angry when I'm wrong, but gives good advice
Nor Syafiat	always sets an example first, and she goes directly to the field during practice
Nisa A.	always give positive affirmations and be patient to face every challenge
Agas Alfian R.W	she always respects our process and never pushes her will, she is patient and friendly and flexible
Nelha Nicky F.	my teacher my motivator, because I she kind, and she can understand my condition and bring the solution
Putri Ayu Iry W.L	she always says we can do it and she never gets angry, appreciates every process we do
M.Syahrul S.A	patient he always looks for a picture in a difficult situation to be simple so that it is easy to understand
M.N. Muna	She's friendly and make easy all situation
AGUS ADIARIYANTO	She always say "you can do it" with sweet smile
Khayrotan Nilbah	my teacher repeat again the material when we ask to her, and my teacher very humble and kind
Ahmad Yusuf A.	my teacher is beautiful, kind, friendly, easy to get along with and find solutions when we feel complicated in getting things done, never give up easily
Bagas W Rahaño	talk as much as you can instead of being silent it won't solve the problem
Muhammad Faiz	my teacher is patient to explain again what we don't understand, and simplify things so that we can easily understand and feel English is easy and fun

APPENDIX III

Lesson Planning

IMPLEMENTATION N LEARNING PLAN (RPP)

School : SMK Modern Islamic school
Subjects : English
Class/Semester : XII/Odd
Main Material : Offering Services
Time Allocation : 90 Minutes

A. Learning objectives

After following the learning process, students are expected to be able to:

- Understand the structure of an interaction text that involves the act of offering a service
- Understanding the appropriate expressions in the text of the interaction that involves the act of offering service
- Identify interactions that involve offering services via video or some examples provided
- Mention the similarities and differences of the examples of interactions, seen from the content and the way of disclosure
- Compose simple written interpersonal interaction texts involving the act of offering services
- Have a conversation with friends in front of the class regarding service offerings and their responses

B. Learning Resources

- ❖ 2013 Curriculum Supporting Books for Class XII English Subjects, Ministry of Education and Culture, 2016 Revised
- ❖ English dictionary
- ❖ Experience of students and teachers

C. Media/tools, Materials and Learning Resources

Media : Worksheet or worksheets (students), Assessment Sheet
Tools / Materials : Markers, whiteboards, laptops & infocus
Learning Resources : Class XII English Books, Ministry of Education and Culture, 2016

D. Learning Steps

Introductory Activity (15 minutes)	
Opening with greetings and praying to start learning, checking the attendance of students as an attitude of discipline	
Linking the material/theme/learning activities that will be carried out with the experience of students with the previous material/theme/activity and asking questions to remember and connect with the next material.	
Conveying motivation about what can be obtained (objectives & benefits) by studying the material: <i>Social functions establish and maintain interpersonal relationships</i> .	
Explain the things to be learned, the competencies to be achieved, as well as the learning methods to be taken,	
Core activities (60 minutes)	
Literacy Activities	Students are given motivation and guidance to see, observe, read and rewrite it. They were given impressions and reading materials related to the material <i>Social function of establishing and maintaining interpersonal relationships</i> .
critical thinking	The teacher provides an opportunity to identify as many things as possible that are not understood, starting from factual questions to hypothetical questions. This question must remain related to the material <i>Social function of establishing and maintaining interpersonal relationships</i> .
collaboration	Learners are formed in several groups to discuss, collect information, re-present, and exchange information about the <i>social function of establishing and maintaining interpersonal relationships</i> .
communication	Students present the results of group or individual work classically, express opinions on the presentations made and then respond back to the groups or individuals who present.
creativity	Teachers and students make conclusions about the things that have been learned related to the <i>social function of establishing and maintaining interpersonal relationships</i> . Students are then given the opportunity to ask again things that have not been understood
Closing activity (15 minutes)	
Learners make a summary / conclusion of the lesson about the important points that arise in the new learning activities carried out.	
The teacher makes a summary / conclusion of the lesson about the important points that arise in the new learning activity.	

E. Assessment of Learning Outcomes

Knowledge Assessment in the form of multiple choice written test & written description, oral test / observation of question and answer discussions and conversations as well as assignments

Skills Assessment in the form of performance assessment, project assessment, product assessment and portfolio assessment

Jepara , October 20, 2021

Knowing

Headmaster

English teachers

Hj. Mtwakhidah SE, S.Ds

Hananda friscania dewi

Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor:3781/Un.10.3/D.1/TA.00.01/12/2021 05 Desember 2021

Lamp : -

Hal : Pengantar Pra Riset
a.n. : Hananda Friscantia Dewi
NIM : 1603046118

Yth.
Bapak/Ibu Kepala sekolah
di SMK MIS (Modern Islamic School) Jepara

Assalamu'alaikum Wr. Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :
Nama :
NIM : 1603046118
Alamat : Apartemen Bassuracity, Jatinegara, Jakarta Timur .
Judul Skripsi : Teaching Speaking for Hotel Accomodation Students at Vocational School : A study of English for Specific Purposes
(A Descriptive Study at Twelfth Graders of Indonesian Vocational School in Jepara in Academic Years 2020/2021)

Pembimbing :
1. Dra. Hj. Ma'rifatul Fadhilah, M.Ed

Sehubungan dengan hal itu mohon kiranya yang bersangkutan diberikan izin prariset, dukungan, serta data-data yang dibutuhkan berkaitan dengan hal tersebut.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.



Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



YAYASAN JABAL NUR
SMK MODERN ISLAMIC SCHOOL
KOMP. KEAHLIAN : PERHOTELAN (TERAKREDITASI B)
Alamat: Jl. Tirto Samudro, RT.06 RW.02 Bandengan Jepara
NPSN: 69945208, Telp.(0291)595206, e-Mail: smkmisjepara@gmail.com, Pos: 59432

SURAT KETERANGAN

Nomor: 089/S.Ket/SMK.MIS/XII/2021

Yang bertandatangan di bawah ini Kepala SMK Modern Islamic School di Kabupaten Jepara:

Nama : Muwakhidah, S.E., S.Ds.
NIP : -
Jabatan : Kepala SMK Modern Islamic School

menerangkan dengan sesungguhnya bahwa:

Nama : Hananda Friscania Dewi
Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang
Jurusan/Program Studi : Fakultas Ilmu Tarbiyah dan Keguruan/Bahasa Inggris

telah melaksanakan Penelitian di SMK Modern Islamic School untuk mencari data yang berkaitan dengan judul skripsi:

"Teaching Speaking for Hotel Accomodation Students at Vocational School: A Study of English for Specific Purposes (A Deceptive Study at Twelfth Graders of Indonesian Vocational School in Jepara in Academic Years 2020/2021)" pada tanggal: 29 September 2021 s.d. 08 Oktober 2021

Demikian Surat Keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Jepara, 08 Desember 2021
Kepala SMK Modern Islamic School

Muwakhidah, S.E., S.Ds.

