Teaching speaking for housekeeping students at a training center: problems and solutions

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Abstract. This research aimed at describing particular problems faced by Instructor and Housekeeping students. The design of this research was a descriptive qualitative research. The data were gained by doing observation, by giving questionnaires and interview in an attempt to find out the problems faced by the instructor and students. The result of this research showed that, the problem face by the students and instructor are: (1) students difficult to use the target language, (2) students do not want to talk, (3) students keep using their own language, (4) difficult to handle students in larger class, and (5) materials less appropriate with the students’ need. Solutions provided from those problems are: (1) encourage students’ interactions, (2) make communicative speaking activities, and (3) plan speaking activities carefully. This study, however, was limited to the problem and solutions in teaching speaking. Further research studies need to be conducted regarding to the process of Instructor’s delivering/ teaching ESP using those solutions. Therefore it was suggested to the other researchers to conduct a research study on this matter.

Key Word: Teaching Speaking, Problems, Solutions

1 Introduction

Teaching speaking is not an easy skill to be acquired because it needs a very long process to be mastered and practiced [1]. Speaking competency is one of four skills used by students in every class and it will be continued throughout their life [2]. The speaking competency is developed by giving opportunities for the students, to participate and practice their ability in speaking class. Although speaking is considered a main language skill that students should improve, it has been widely noticed that, they face many difficulties in speaking English especially for English for Specific Purposes (ESP) students.

ESP students focus on the needs analysis or specific purpose of learning [3]. ESP is concerned with different areas based on academic or professional fields where English of specialism is needed by the students for instance, culinary, food and beverage, housekeeping, business, medicine, law, engineering, history, art, etc, [4].

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As Bali is one of tourism destinations in the world, English for tourism becomes very essential to be given at school. In fact, there are many tourism schools, university, as well as training centers that tried to give competencies related to tourism for Balinese people. One of them is Monarch Cruise Line and Hospitality Training Centre Singaraja.

Monarch is the biggest Training Center in Bali which educates high school graduates to have more competencies related to the tourism industry [5]. This Training Centre is located in Tukadmungga Village, Singaraja. There are four major departments in Monarch, such as Bar, Food and Beverage Service, Culinary, and Housekeeping. Housekeeping becomes the Bar, Food and Beverage Service, Culinary, and Housekeeping. Housekeeping department becomes the most importance department in hotel. It is because the guest convenience depends on the services provided by the housekeeping. Therefore, the researcher analysed the problem faced by the students and instructor in teaching and learning process.

On preliminary observation, it was found that housekeeping students had some problem to learn the target language. They felt reluctant to use the target language as they afraid of making mistakes. They have the feeling of discomfort using the target language. Therefore, these matters become the main tasks for English Instructor. Moreover, to develop competent speakers of English, the Instructor of Housekeeping students should consider about the problems that occur in the teaching and learning process. The instructor also should consider the activities which gave students opportunities to practice language use more freely.

Many researches were done by other researcher in analysing the problem in teaching and learning English as Foreign Language. First, there are many challenges faced by the teacher and students in learning English in Saudi Arabia, [6]. The teacher problems are as follows, the teacher has a problem with their qualification, experience as a bilingual teacher( in Arabic context), perception of Arab culture, psychology of the learners, status of English, methods, strategies, assessment etc. The students’ problems are, as follows, lack of proper motivation, attitude, etc. Second, there are three majors speaking difficulties encounter by young English as Foreign Language (EFL) learners, [7]. The problems are as follows, the problem of linguistic difficulties, mother tongue use, and inhibition. Third, many problems faced by the teacher could be minimized by supplying supplementary material, [8]. It could help the teacher to use the insufficient techniques and methods while teaching English in a classroom. Fourth, Thai teachers of English view the problems involving themselves, curricula and textbooks, assessment, and other factors supporting teaching success at a moderate level, [9]. They see a high level of problems resulting from students’ lack of exposure to English and insufficient background of the language. Fifth, the problems and difficulties encountered by student teachers of Philippine university Isabella
campus, [10]. Those problems are as follows, problem of homesickness, financial adjustment, learners, classroom management, communication skills, instructional skills, instructional materials and evaluation tools preparation and analysis of test results, and different feelings and emotions. Therefore there are many kinds of problems face by the teacher and students in teaching and learning process.

However, current study is analysing the problems faced by the students and instructor in Monarch Cruise Line and Hospitality Training Center, Singaraja, and give possible solutions for those problems. For that case, the researcher developed a research question: What are the problems and possible solutions faced by the instructor and students in teaching and learning speaking? Even though the study on ESP has been widely published, but, none study has been conducted in Monarch Training Center, Singaraja and analysed about the instructor’s and students’ problems. The researcher also tried to give the possible solution to solve the problems. Last, the researcher assumes that this research study will fill the gap for future reference.

2 Method
This study was conducted at Monarch Cruise Line and Hospitality Training Center, Singaraja. The class selected was in Housekeeping class. The method applied in this study was qualitative research. The data was taken from observation, questionnaire and interview. The data was analysed by using [10]. Those are as follows, (1) Data collection, (2) Data Reduction, (3) Data Display, and (4) Conclusion. In data collection stage, the researcher collected all the data from the subjects in the form of questionnaire and interview. The questionnaire data from Instructor and students became the primary data for this research study. The questionnaires were distributed by the researcher to the students and instructor to obtain the need analysis data. It was about the students’ difficulties and problem in learning English as the target language. Furthermore, interview was given to the instructor to obtain additional information and made sure that the researcher obtained consistent data. Second stage was data reduction. All data selected and simplified in order to reduce unimportant data which was not related to the study. Third stage was data display. The researcher classified the problems faced by the students and instructor in teaching and learning process. It was done by summarizing the questionnaire and interview distributed by the researcher. Last stage was conclusion. The researcher concluded all data in data display. Based on those stages, it was found that the problems faced by the students and instructor are (1) students difficult to use the target language, (2) students do not want to talk, (3) students keep using their own language, (4) difficult to handle students in larger class, and (5) materials less appropriate with the students’ need. Afterwards, the possible solutions were given by the researcher are the
Instructor could create more enjoyable speaking class by doing some activities such as, (1) role play, (2) discussion, (3) simulation, (4) reporting, (5) picture describing, (6) information gap, and (7) interview.

3 Results and Discussion

There are some problems faced by housekeeping students and the instructor in teaching and learning process. Furthermore, the possible suggestion was given also by the researcher as follows.

2.1 Problem faced by the students

There were many problems faced by the students in learning Speaking, as follows.

1. Students difficult to use the target language

The difficulty faced by the students in learning speaking is difficult to use the target language itself. It was because the students do not train to use the target language in their daily life. They will face many problems in using the target language, such as, difficult to understand the meaning of word, difficult to pronoun the word in English, and difficult to arrange the words become a sentences directly. The background of target students is influent the target language. Moreover, students lacked patience in practicing English and had little exposure to English outside class, which may in turn contribute to their lack of confidence in speaking English [9]. The students could not practice the target language at home, or to the extent they should. Therefore, the instructor’s role becomes greater, [6]. The instructor should arrange appropriate activities and train the students to use the target language as often as possible.

2. Students do not want to talk or say anything

One of the problems was students feel really shy about talking in front of other students. They were suffering from a fear of making mistakes, Zhang in [7]. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Another reason for student silence may simply be that the classroom activities are boring or pitched at the wrong level. Then, some students have a good ability in English language skills but when they should communicate with English, they fail in expressing their ideas. They were afraid and anxious of saying something wrong or incomprehensible. One way to encourage students to speak in English is simply to speak in English as much as possible in classroom.

3. Students keep using their own language.

One problem may teacher face is that students use their native language rather than English to perform classroom tasks. This might happen because they
want to communicate something important, and they use language in the best way they know. They have difficulty to say something and because they do not want losing their face in front of their peers, they think that they better use their native language and so others can understand them. This problem also connected with students does not want to talk or say anything in the foreign language but they keep using their own language. Some of students said that they do not know how to speak by using English. They meant how to discuss their ideas in English, so they shifted to their mother tongue, [7]. Therefore, the inadequate vocabulary and weak sentence building skills are the reasons for using the mother tongue. In this situation, instructor can create an English environment and keep reminding them always use English.

2.2 Problem faced by the instructor

There are some problems also faced by the instructor in teaching speaking to the housekeeping students, as follows.
1. Difficult to handle students in larger classroom.
   The instructor was difficult to handle students in larger size especially in teaching speaking. It is clearly that the students hardly got a chance to practice the language, and difficult for them to ask and receive individual attention they need. It is hard for the instructor to make contact with students at the back, to keep good discipline, also to organize dynamic and creative teaching and learning sessions. However, there are advantages of a large classroom such as, when there are many students in a classroom they can share many different ideas, interesting life experiences, learn to share responsibility and help each other during project work which can bring variety and speeds up the work. Therefore, the most important factor in student learning progress is the instructor, [10]. The instructor could handle the larger class through many strategies such as, through discussion session, presentation, reporting, or simulation.

2. The materials less appropriate with the students’ need
   Appropriateness of the materials was the key point in teaching English Speaking to the students. When training center’s topics less appropriate with the students’ need, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated. The problem is also connected with the students’ motivation. There are four alternatives when the instructor decides the textbook is not appropriate. The teacher can omit the lesson, teacher can replace the textbook lesson with one of the teacher’s own, teacher can add to what is in the book, and the last is teacher to adapt what is in the book, [12].
2.3 Solutions for the problems

There are many solutions for the problem faced by the instructor and students in teaching and learning speaking, [13] as follows.

1. Encourage students interactions

Most of the students feel very shy to speak because they do not acquire the target language and they are not used to take part in classroom discussion. Students do not even interact with other students or keep silent when they are asked to speak English all the time. Therefore, it is important to create a comfortable atmosphere in the classroom where students are not afraid to speak and enjoy communicating with the teacher. Students have to be given such atmosphere where they can speak without any pressure and stress.

2. Make communicative speaking activities

Speaking activities need to be very interesting to encourage meaningful interaction between students. If the speaking activities are not interesting enough and do not provide opportunity for students to speak then there is no use of giving speaking activity. According to Philips, the aim of communication activities is to encourage purposeful and meaningful interaction between students. Communicative tasks are designed. Therefore students have a reason or purpose for speaking. Thus, Instructor should give such activities to make students can share their thought, express their feeling, find out the real information, discuss and argue by using the target language.

3. Plan speaking activities carefully

At the beginning stage, activities should be easy but good enough for students can use the target language. Students might not be fluent and accurate in speaking but they should not remain quite. When they get used to communicate then the instructor can introduce more difficult activities such as, role play, discussion, simulation, reporting, picture describing, information gap, and interview. Role play is one other way of getting students to speak. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the instructor gives information to the learners, such as who they are and what they think or feel. This activity encourages students to develop their perception, creativity and imagination, [1]. Discussion is activity when the instructor has a role to organize the appropriate topics. The topics should be interesting and appropriate for their level thus, it will be motivated the students. The students will be more involved with and motivated to participate in discussions when they are allowed to select discussion topics and evaluate their peers. Performance is in line with the principle of students taking responsibilities for their own learning. Simulation is very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and
Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as [14] suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. Reporting is activity in which the students asked to read a newspaper or magazine before coming to class. In class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class. Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups. Then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills. In information gap activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language. Last is interview. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and introduce his or her partner to the class.

4 Conclusions

Based on the explanation about the problems and solutions, it could be concluded that teaching speaking for ESP students was very important. It was because ESP students would be learnt the target language based on their professions and their specific needs. To develop competent speakers of English, the Instructor of Housekeeping students should also consider about the problems that occur in the teaching and learning process of English as a foreign language and also the activities gave students opportunities to practice language use more freely. Kinds problem occur in speaking activities such as, (1) students difficult to use the target language, (2) students do not want to talk or say anything, (3) students keep using their own language, (4) difficult
to handle students in larger classroom, and (5) the materials less appropriate with the students’ need. Furthermore, the possible suggestions were given by the researcher. Those are, (1) encourage students’ interactions, (2) make communicative speaking activities, and (3) plan speaking activities carefully. Therefore, this article proposes some things that should become a consideration and guidelines for Instructor before they come in to the class. For instance, some principles in teaching speaking, some activities to encourage their students to speak, some problem might be occur, and some suggestions that they should do in teaching speaking. The last but not least, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. Hopefully, these activities make students more active to speak in the target language in the learning process and at the same time make their learning more meaningful and fun for them.

5 References
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