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Teaching and Learning Process of English Speaking Skills at SMKN 27 Jakarta Pusat Majoring in Tourism – A Case Study

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Abstract

Students of tourism vocational schools require mastering speaking skills in English to be able to handle guests from various backgrounds. Yet, the preliminary research showed that 60% of students in SMKN 27 Jakarta Pusat could not speak English fluently. This study aimed at describing the design, teachers' plan, teaching methods, materials, teachers' role, and students' role, and assessment techniques of English speaking teaching and learning. This study used a case study with observation and interview as the research technique. The findings of this study showed that the syllabus design used in SMKN 27 was a functional-based syllabus that was suitable for the vocational high school students. The teaching methods used in teaching and learning were the Direct Method and Audiolingual Method. The materials used by the teachers in teaching and learning process were videos and an English coursebook in most of the observations' meetings. Teachers acted as a prompter and a feedback provider, helped the students when they found any difficulties in expressing themselves using the target language and gave feedback directly. The assessment techniques used were summative and formative assessment and the teachers used mid-term test and final-term test as the assessment techniques.

Keywords: *teaching and learning design, lesson plan, teaching method, teaching materials, teacher and student roles, assessment techniques.*

INTRODUCTION

Vocational high school is different from a common senior high school because it already offers specific majors to prepare its graduates to face the working life after they finish their study. Although it offers such different majors as accounting, secretary, computer engineering, tourism, etc, in Indonesia there is only one syllabus used in the English class for all majors while different majors require different specific goals in English language teaching and learning activities. As highlighted by Dudley-Evans and St. John (1998), teachers should assist students in understanding and constructing text in their disciplines and to actively engage to the disciplines. Since graduates of each major use English differently, for example, a computer engineer will read more while a secretary will practice all skills equally, they require specific activities that help them develop the required skills. Moreover, since the graduates of each major are engaged in specific genres that might be different from other majors, the materials in the teaching and learning process also vary, in line with their disciplines or majors. Prachanant's study (2012) found that the ability to speak in English fluently is the most important skill used in tourism; thus, the students of tourism major need to master that skill to fulfill the work

demand later. The regional model competency standard for tourism industry by International Labour Office (2006) specifies such areas as tourism product development, sales and marketing, office administration and venue maintenance, tour operations and guiding, attraction and theme parks, and supervision and management as the main discussion in English for Tourism.

Each skill, including speaking, is not taught in a single activity, it is integrated with other skills, and therefore the teachers are required to integrate the teaching of speaking with other skills. Brown (2004) comes up with eleven points of micro-skills and five points of macro skills of speaking that the students should master in English. The vocational students, in specific, should master four micro-skills and one macro skill. The micro skills include producing English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contour; producing fluent speech at different rates of delivery; monitoring one's oral production and use various strategic devices—pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message; and producing speech in natural constituents: inappropriate phrases, pauses groups, breath groups, and sentence constituents. The macro skill covers using appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and –yielding, interrupting, and other sociolinguistic features in face-to-face conversations. Therefore, those micro and macro skills of speaking should be there in the materials and activities, implemented in the class, to enable the graduates to become competent in English at work.

Outcomes should be stated clearly in the design of English speaking teaching and learning process, which is represented by the syllabus for a year, the details of which are selected and graded into an appropriate sequence to meet the students' needs. Harmer (2002) suggests that a syllabus should be designed based on four criteria: learnability (grading the structural or lexical items from the easier one to the difficult one); frequency (exposing patterns and vocabulary items with high rate of occurrence); coverage (exposing certain patterns or words that occur in various real-life situation); and usefulness (exposing the patterns and words that are frequently used by the students). In terms of day-to-day basis, the outcome is represented in the teachers' lesson plan which describes activities (what the students will do in the class and what type of activity that students will do, it is pair work activity, group work activity or an individual activity), skills (the integrated language skills to focus on), language (the language features for students to get familiar with, learn, practice, research, or use), and content (the selected content that makes the students enthusiastic and wants to involve to the teaching and learning activities) (Harmer, 2002).

The methods of language learning have long been under research. In general, Nunan (1991) divides methods into three categories: the psychological tradition, the humanistic tradition, and the second language acquisition tradition. In specific, some methods that teachers can apply in their language learning in the class are a direct method, audio-lingual method, community language learning, communicative approach, problem-based learning, and many more (Nunan, 1991; Brown, 2001). One method does not overpower other methods because a teacher can apply various methods in teaching certain level or class throughout the semester or year. In terms of role, teachers can be prompter, participant, and feedback provider (Harmer, 2001) or lecturer, demonstrator, listener, and empower (Holtrop, 1997). A teacher can play a lot of roles because each role is significant in certain cases, for example becoming a lecturer is effective when giving short sets of instructions, background information, guidelines, or other information that is needed in a short time frame, while becoming a listener is crucial when checking comprehension and appropriate challenge level, coaching, and giving students a real sense of ownership of classroom activities. Students themselves also play their roles because they need not only to pay attention to what their teachers said and show, but also to be actively engaged in what they are learning and asked to.

Materials, which can be in a form of a book, poster, or picture (either in printed or digital form), realia (real objects), video or sound recording, e-learning application, or any kinds of property that provide the students with the sample of the target language, are the next item to consider. One of the teaching and learning materials that are mostly used by the teachers in vocational high school in Jakarta is the textbook that guide the teachers in doing day-to-day source of learning. These materials are then implemented in the classroom instructions, influencing the success of learning. Walsh (2011) claims that classroom interactional competence, which refers to teachers' and learners' ability to use interaction as a tool for mediating and assisting learning, one of the main aspects that influence the achievement of learning outcomes. Allwright and Bailey (1991) believe that interaction is the media for teacher's plan to produce outcomes (input, practice opportunity and receptivity). Despite the limited allocated time in the classroom, the teacher has to provide not only an appropriate language

model but also sufficient opportunity for the students to produce the target language (Brown, 2001). To add, learning instruction is not always limited to something to be done in the class because students can also learn from any authentic sources as long as clear instruction is set.

Finally, students are assessed to see whether they have reached the outcomes or not. Assessment does not always equal a test. A test is an instrument or procedure to see the students' performance while assessment has a bigger scope of anything that the students do such as; responding, questioning, commenting, practicing, producing, or performing a new task that can be assessed by the teacher in the classroom (Brown, 2001). It means that an assessment is not always a paper-and-pencil process, it can be in any form of four skills and its integration, and even in digital form, such as using an application. Assessment can be conducted formally at certain time or informally done during the teaching and learning process can be informative or summative form, and can be with or without students knowing it.

Despite the importance of speaking skills in English for tourism students and graduates as mentioned previously by Prachanant (2012) and International Labour Office (2006), a preliminary research revealed that 60% of tourism students in SMKN 27 Jakarta, one of the vocational schools with high reputation in Jakarta, cannot speak English fluently. This problem makes the researcher curious about how the English teaching and learning interactions are conducted for the students to master English speaking skill. English class itself is allocated for a once 90-minute meeting in a week.

Similar results were also revealed from some previous studies. Xin, Luzheng, and Biru (2011) investigated how and to what degree the replacement of the teacher-dominated didactic practice with the students-centeredness can be implemented in vocational colleges. It was found that it was not easy for them to do so because the teachers mostly used display questions rather than referential questions, resulting on less opportunity for the students to speak in the target language. Domalewska (2015) also shared similar results, revealing that the practice of one-way communication in the class failed the Thai vocational students to communicate fluently and accurately in English even though they had been exposed to rich input in English and had learned the language for many years. It means that the students must be given more chances to use the target language in certain real-life related tasks. An ethnographic study by Tugiran (2016) researching the speaking skills of high school students revealed that the students faced such linguistic problems as vocabulary problems, grammatical problems, and pronunciation problems, and such non-linguistic problems as anxiety, shyness, low confidence, less motivation and being afraid of making mistakes. Meaning that the classroom instructions should be arranged in such a way to minimize those problems, optimizing the linguistics knowledge and skills and at the same time boosting the students' self-confidence. A study of need analysis on English Language use in the tourism industry by Prachanant (2012) also confirmed that speaking is the most used skill, especially in giving information, providing services, and offering help. On the other hand, the students were still unable to understand foreigners' accents and to use the appropriate words and expressions, and they also had the inadequate vocabulary and lack of grammar knowledge.

Referring to the discussion above, the writer aimed to conduct a case study in SMKN 27 Jakarta to describe how the classroom interactions between teachers and students, especially the design, teachers' plan, teaching methods, materials, teachers' role and students' role, and assessment techniques, are implemented in the English-speaking teaching and learning process. Thus, it can picture out why 60% of the tourism students in that particular school cannot speak English fluently so that some efforts can be done to resolve the matters for better teaching and learning process in the future.

RESEARCH METHOD

This research implemented a case study because it is suitable to gather a detailed examination of one specific setting and/or a single subject which will describe the data qualitatively (Bogdan, 2007). The data of this research were the syllabus, lesson plans, and the teaching and learning process of English speaking skills at SMKN 27 Jakarta sourced from two English teachers and 67 students grade XI majoring in tourism, in *Usaha Perjalanan Wisata* and *Akademi Perhotelan*. The data were gathered by doing observations, field-note taking during teaching and learning process in the class, document analysis, and interview, described as follows:

1. Observation

Observation on the teaching and learning process in the class was conducted and recorded with a digital camera, field-note was also taken guided by an observation sheet. The researcher acted as a complete observer to see classroom interactions between students and teachers throughout the whole session. The researcher observed the teaching methods used by the teachers, materials used in the teaching and learning process, teachers' and students' role in English speaking, and assessment techniques that the teachers used. A total of five sessions of classroom meeting observation were conducted.

2. Document analysis

The syllabus and lesson plans of the English class collected from the teachers were analyzed by using an assessment table to get clear information about the design of the syllabus and the teachers' plan regarding how they developed students' speaking skills.

3. Interview

Interviews were conducted with the two teachers and several students to confirm their perception of the teaching methods, materials used, teachers' and students' roles, and the assessment techniques used by the teachers in the teaching and learning process.

The data from document analysis were then described and interpreted narratively while those from observation and interview were transcribed, read thoroughly several times to get a deeper understanding, analyzed by using data analysis table, counted to get the percentage of the teacher and student interactions, classified, described, and interpreted in a form of narrative.

RESULTS AND DISCUSSION

To have rigid descriptions on the teaching and learning process of English speaking at SMKN 27, the writer described the finding into several sub-titles, namely the teaching and learning process, the design, the teachers' plan, the teaching methods, the English materials, the teachers' and students' role, and the assessment techniques.

1. The Teaching and Learning process

The teaching and learning process conducted in *Akademi Perhotelan* and *Usaha Perjalanan Wisata* was based on the lesson plans that implemented PPP (Presentation, Practice, and Productive) stages. At the beginning of the lesson, the teachers said *salam*, asked the students' current health condition, and took attendance. After that, the teachers came to the presentation stage by recalling the students' schemata, asking some questions related to the topic, and eliciting some related information. Then, the teachers went down to the topic. Observation revealed that playing a video through an LCD projector to give the students input about the new language focus occurred three times. The teachers used a video about passive voice to give the students input about kinds of passive voice which was retrieved online.

In the practice stage, the teachers orchestrated drilling activities by asking the students to read and repeat the sentences shown on the screen to get them more engaged to the language focus. Then, the teachers asked students to prepare a prewritten role play mostly in groups of two or three. The teachers controlled the students' activities by walking and checking around the class. The students could ask the teachers freely by raising their hands or coming over to the teacher.

On the productive stage, the teachers asked the students to do the role-play in front of the class one by one based on the script they had made. In this stage, the teachers just listened and scored, and rarely gave any comments or corrections. At the end of the teaching and learning process, the teachers then gave the feedback orally and the class together summarized the lesson. The teachers rechecked the students' understanding by asking them to reexplain the language focus that they had learned. At last, the teachers said *salam* and dismissed the class.

Observation found that the teaching and learning process was dominated by the teachers. This result agreed with the previous studies. The teachers also elaborated the language focus grammatically by focusing on the sentence examples which indicates that they used Direct Method.

2. The Teaching and Learning Design

English subject in SMKN 27 used the government 2013 curriculum, with four Core Competencies (Kompetensi Inti) and twenty-seven basic competencies (Kompetensi Dasar). The same syllabus provided by the MGMP team for English subjects had been used for three years with many pros and cons among teachers about its practical usage because the syllabus was not specifically designed for vocational students majoring in tourism, but rather for all senior high levels. The teachers admitted they did not design any customized syllabus. The terminal objective of language learning for vocational students majoring in tourism, including the skills focus, language focus, and genres, is different from that of the public senior high school or other vocational majors.

The syllabus included six columns consisting of basic competence, main material, teaching and learning, assessment, time allocation, and learning sources. The basic competence column can include three aspects for each topic, they are (1.1) *Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional*, (2.2) *mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman*. (3.2) *menganalisis fungsi social, struktur teks dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya*.

Based on Harmer (2002)'s kinds of syllabus, the syllabus design that has been used in SMKN 27 is concluded as a functional syllabus in which the language functions for real-life tasks become the focus of this syllabus such as asking and giving an opinion, asking and giving suggestions, expressing hope and wish, inviting and rejecting, letter, making procedure, and expressing ideas by using passive voice. However, this syllabus only fulfilled the *usefulness* criterion and did not fulfill the other criteria such as learnability, frequency, and coverage.

3. The Teachers' Plan

Lesson plans that the two teachers made were slightly the same because they made it based on the lesson plan's format from the government, consisting of *Nama Satuan Pendidikan, Mata Pelajaran, Kelas/semester, Materi Pokok, Alokasi waktu, Kompetensi Inti, Kompetensi dasar, Tujuan pembelajaran, Materi pembelajaran, Metode pembelajaran, Media, Alat, dan Sumber Belajar, Langkah-langkah Kegiatan Pembelajaran, and Penilaian*. The teachers put all four core competences as in the government form, two basic competences, and two objectives of the lesson.

Based on the lesson plans assessment table adapted from Harmer (2002), the lesson plans made by the teachers fulfilled all the criteria. The teachers had done complete activities that the students would do in class and the type of activity or individual activity that the students were going to get involved in. The teachers also stated the language skills that the teachers wished their students to develop. The teachers decided what language to introduce, learn, practice, research, or use in the teaching and learning process. The lesson plans also met the content criterion where the teachers selected the content which made the students enthusiastic and willing to involve in the teaching and learning activities.

4. Teaching Methods

Based on the results of the teaching method table, it showed that 31% of teachers' questions were given in English and 2% teachers' questions are in Indonesian with 16 times for the frequency. The teachers' instructions also took part with 8% and 52 times frequency in teaching and learning interactions. It matched the students' and teachers' interviews that the English teaching and learning process was already delivered mostly in English to give the students model of how to use the language. The English teachers in SMKN 27 integrated two teaching methods, they were Direct Method and Audiolingual Method. 5% for modeling the language focus belonged to Direct Method, and 7% for the usage of reinforcement, and 4% for the vocabulary focused in context and the usage of visual aids belonged to Audiolingual Method. The silent way was also employed by the teachers with 13 times of occurrences and take 2% in the whole teaching and learning interactions in the classroom. However, in the interview, one teacher said that she used the Classical Method and the other teacher said that she used Discovery Method.

5. The English Materials

Based on the observation, one teacher used an English coursebook published by the *Erlangga* and another one didn't use any particular kinds of English coursebook. It happened because the English coursebook proposed by the government was not appropriate for the SMK students. The teachers also said the use of the English coursebook took 25% of the materials used in the teaching and learning process. Videos from an online source (mostly from the Daily English website) took the first place with 38% and three times occurrence out of five meetings. The learning applications called *Quipper* (as an in-cooperation program) also took 25% of materials used in the English teaching and learning process. The *Quipper* is a learning application that can be accessed by the teachers and the students anywhere with an internet connection using their cellphones. *Quipper* comes with all the Competence Standard-based topics completed with the exercise as formative or summative test. All the questions in *Quipper* are in a form of multiple-choice the results of which can be seen through a simple class *Quipper summary*.

6. The Teachers' and Students' Role

Facing the person she/he is speaking to (12%), looking relaxed, being engaged and listening to the speakers (12%), making eye contact (11%), using body gestures (9%), and nodding her/his head (3%) were the roles of English teachers to meet the goals of giving the students a good model in English speaking. Based on Harmer, the teachers can act as a prompter and a feedback provider since they helped the student in expressing themselves in the target language and gave the feedback.

On the other hand, the teachers committed to the gap and paused 111 times with 16% for the percentage in the teaching and learning process. The teachers also rarely corrected the student's pronunciation. There were only 14 times for two meetings with the same teacher. It means another teacher did not pay attention to the students' pronunciation. Moreover, this teacher did not drill the students' pronunciation, did not model the correct English stress pattern, and did not use the appropriate English style.

8% of the students faced the person she/he was speaking to, 6% for nodding her/his head, 21% for answering the teacher's questions, and 4% for doing what the teachers asked them to do. The students had a minimum chance in English teaching and learning process.

7. The Assessment Techniques

The interview revealed that the teachers in SMKN 27 used mid-term tests (formative assessment) and final-term tests (Summative assessment). One teacher also conducted some tests after they finished one competence standard in the syllabus. Another assessment technique is a computer-based assessment by using the *Quipper*. The two English teachers agreed that they took a score from the exercises that the students did in the *Quipper* program, so it took 18% of the total assessment techniques that were employed by the students. The teachers also took some scores from the students' activities, like role-play with 40 times occurrences and read-aloud activities with 82 times of occurrences.

CONCLUSION AND RECOMMENDATION

It can be concluded that the teaching and learning process in SMKN 27 Jakarta *Pusat* used a Functional-based syllabus with the emphasis on meeting the *usefulness* criterion of a good syllabus. The lesson plans met the criteria of a good lesson plan where the activities, skills, language, and content were clearly elaborated. Direct Method and Audiolingual Method dominated the process with materials sourced from a commercial English coursebook from *Erlangga*, online videos, and *Quipper*. The teachers paid less attention to correct the students' pronunciations or grammatical errors which is very important to meet the micro-skill of English speaking assessment. The teachers also committed to the pauses and gaps while speaking. The students' role was limited to answering the teachers' questions. The teachers used formative and summative assessments based on role play performance, aloud reading, question-answer session, and *Quipper*. The summative test was held by the school like a final-term test.

Therefore, it can be recommended that the syllabus for vocational schools be designed, the teaching and learning method be varied, the teachers give more chances for the students to speak their mind in the class, and future research is conducted to enrich the insights.

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