

CHAPTER 4

RESEARCH FINDING AND DISCUSSION

This chapter explains the findings and discussion of the research based on the implementation of ESP learning on English speaking skills for tourism at vocational high school 3 Pamekasan. These findings are the result of combining three instruments, namely classroom observations, teacher and student interviews and documentation

A. Research Finding

In this case the researcher will explain in detail the data that has been obtained in the field through observation, interviews and documentation. Researchers will explain data regarding ESP learning implementation on English speaking skills for tourism at vocational high school 3 Pamekasan. This research was carried out by researchers in the hotel department because tourism lessons are only found in the hotel department and the researcher chose objects to be studied in Class 10 Perhotelan 1 and 2. In connection with the title listed above, the topic raised in this research is the implementation of ESP learning on skills. Speaking English for tourism at vocational high school 3 Pamekasan which will be explained as follows.

1. Results observation

In this case the researcher will explain the results of observations that have been carried out directly in the field. Here the researcher saw directly in the field, precisely at Vocational High School 3 Pamekasan, regarding ESP

learning in English speaking skills for tourism from the beginning until the end of the lesson. Here the researcher made 2 observations in class 10 perhotelan 1 and 2, namely as follows:

a. First observation

The first observation was carried out on January 3 2024, precisely on Wednesday, the researcher chose the right schedule to be able to carry out observations. Observations started at 14.10 and finished around 15.20. This first observation was carried out in class 10 perhotelan 2.

Pre teaching

- 1) The teacher enters the class and asks the students how they are
- 2) The teacher takes and checks the student attendance list
- 3) The teacher instructs prayer and is led by one of the students
- 4) After that the teacher continues the previous material on tourism, namely about sapta pesona

Whilst-teaching

- 1) The teacher explains again about sapta charm while giving examples and also several types of sapta charm.
- 2) The teacher explains the material while providing English vocabulary or terms that exist in the world of tourism.

- 3) After students understand, the teacher gives students the opportunity to look for examples of tourist attractions in Madura or Pamekasan that contain sapta charm.
- 4) Then the teacher chooses random students to read the results that the students have made

Post- teaching

- 1) The teacher gives feedback to students regarding tourist attractions that contain Sapta Pesona, whether in Bangkalan, Sampang, Pamekasan or Sumenep.
- 2) After the students understand about Sapta Pesona and the like, the teacher begins to end the class meeting
- 3) And the teacher instructs one of the students to lead the prayer.

b. Second observation

The next observation or second observation was carried out on January 9 2024, precisely on Tuesday. In this second observation, the researcher conducted observations in Class 10 perhotelan 1 from start to finish from 09.10 to 10.50. Thus, the second observation has differences from the first observation, namely:

In the second observation that the researcher conducted in Class 10 Perhotelan 1, no longer in class but in a hotel owned by Pamekasan Vocational School 3, Hotel Class 1 students were taken to the hotel and

practiced public speaking such as how to communicate with guests, how to welcome guests and others.

In this practice, students must know and understand basic English terms in perhotelan or tourism. Students are also required to memorize the names of the rooms and also the facilities in the hotel or on a tour depending on where they work. Here the teacher gives students the opportunity to find partners of around 2 to 3 people to practice like guests and employees of a tourist or hotel while in the field.

Here the researchers found that there were several students who were not very brave, still felt shy and afraid of making mistakes when communicating with guests using English, even though they only practiced with their own friends, but this could show students' shortcomings when speaking or communicating with guests or tourists. Students also still lack confidence in their own qualities so they still need to work on and correct the students' shortcomings

At the end of the meeting the teacher gathers all the students who have taken part in the practice and explains the students' mistakes or shortcomings and tells them what needs to be corrected and what needs to be improved. While explaining, the teacher does not forget to motivate all students so that in the future they will appear more confident. Kamil's teacher said "don't be afraid to make mistakes, we learn from mistakes, because later what we will face are tourists or guests we don't know and various kinds of characters that we have to prepare for, not only from

Indonesia but also from abroad we can also meet when we are there. The outside world, so while we are still here, let's learn the truth.”

2 . Result of interview

After carrying out the observations above to collect data, the researcher also used interviewing the teacher concerned and several students in class 10 for perhotelan 1 and 2 to obtain more valid data. The teacher who was the object of interview was Mr. Kamil. The following are the results of the interview with the teacher.

a . First interview with tourims teacher

The first interview was carried out on January 3 2023, precisely on Wednesday at Pamekasan Vocational High School 3, the researcher interviewed the teacher concerned after making the first observation in Class 10 perhotelan 2. In this case the researcher asked several questions to the tourism teacher or Pak Kamil regarding the implementation ESP learning on speaking skills in tourism classes. The following are the results of the first interview with Mr. Kamil as a tourism teacher:

1) What ESP learning is used in tourism English?

“ The material we raise in this lesson or tourism in the tourism context will focus more on skills and knowledge or English terms that are relevant or related to the tourism and perhotelan industry. “We also don't forget to give an example of tourism around Madura, especially Pamekasan, which aims to transport tourism in Madura.”

2) What is the teacher's role in teaching ESP (tourism) to improve speaking of English skills?

“In this case, teachers play an active role in training and getting students used to communicating frequently with fellow students or other people. In the world of perhotelan or tourism, communication or public speaking is really needed to welcome guests, guide tourists, provide information on tourist attractions and so on.”

3) What methods are used in teaching ESP (tourism)?

“For this method, we use as realistic a method as possible because later the children will be released into the real world of work. We use the practical method or case study method. This method is a method that will happen when we are in the world of work, and we apply this so that students are not surprised and can handle any situation later.”

4) What are the advantages and disadvantages of learning tourism ESP with English in general?

“For tourism English, it is more specific to one field, namely perhotelan or tourism, where in English there is vocabulary or terms that are relevant to the tourism industry which not everyone knows, but is available for communication or other things, it seems the same as English in general . “

Based on the results of the interview above with Mr. Kamil, it shows that ESP here is more about existing terms related to perhotelan and tourism which are really needed and where students must be able to communicate well using English or Indonesian because in this field public speaking is very necessary. And teachers train students by practicing directly

realistically as in the tourism industry, and the difference between general English and tourism ESP lies in the more specific vocabulary

b . second interview with tourism teacher

The next or second interview was conducted on January 9, the exact day on which this interview was held, the researcher had seen directly the practices carried out by class 10 students in perhotelan 1 at Edotel Vocational High School 3 Pamekasan. The following are the results of the second interview with Mr. Kamil:

1 . How is tourism ESP learning implemented?

"In this case we have two parts, the first is material and the second is practice. The material is usually taught at the beginning of the semester and is relevant to tourism as stated in the first observation which discusses Sapta Pesona and cultural ethics, communication, material about listening and speaking skills, tourism vocabulary or phrases. Meanwhile, in practice, students will be taken to a hotel and practice there. Students will act as tourism guides and also receptionists so that communication takes place. "

2 . Are there any obstacles or obstacles for students regarding their communication or public speaking, whether in English or Indonesian?

"Yes, I think the children are pretty good when using Indonesian, but when using English the students lack confidence, don't have the courage, are shy and afraid of making mistakes when using English, maybe because it's new for them but for other things like etiquette, gestures body when dealing with guests everything is very good. "

C . Interview with 10 perhotelan students 1

In this case, the researcher interviewed several students in Class 10 perhotelan 1 which coincided with the completion of practice. This interview was conducted on Tuesday 9 2024 in the Edotel area. The researcher asked several questions to the students and instructed the students to answer the questions according to their thoughts and feelings about ESP (tourism). The following are the results of interviews with 10 perhotelan students 1.

Alvi's interview results

1. Is tourism learning interesting, what makes it interesting?

Answer: "Tourism learning is interesting, which makes it interesting because tourism learning can improve communication skills and have a pleasant experience."

2. How can tourism improve students' speaking skills?

Answer: "That is by studying a lot with a teacher or someone who is already skilled. Many appreciate, listen and even respond. Establishing warm communication, saying lots of positive things."

3. How do I practice studying tourism?

Answer: "Learn more not only from books but also via the internet such as YouTube, TikTok, etc., lots of communication, try to always ask questions and ask teachers for guidance about tourism."

4. How does tourism play an important role in improving speaking skills?

Answer: "Tourism plays an important role in improving speaking skills because every day we will meet different people in a place/tour. Of

course we must have and master good communication skills, how to greet and greet people in a friendly manner, and give good responses.”

5. What are the advantages and disadvantages of learning tourism English with English in general?

Answer: if you learn tourism English, it is used in the world of tourism and is very important to facilitate communication between tourism and tourists, especially tourists from abroad (tourists). But learning tourism English is also quite difficult because we are required to be able to understand terms such as guide, room attendant, bellboy etc. In contrast to English in general, we learn English which refers more to everyone.

The following is a female student named Indri from an interview with the same question above:

- 1 . Yes, because we can know that every event and every experience is always different when it comes to stories, and we can find out about events and experiences through these stories. We can learn from the events and experiences that we have gone through.
2. Frequently give tasks that will be carried out in the future and ask questions when you have explained them
3. Make notes about events so that we can always remember about these events and we can use them to study at home
4. Appreciate, listen and respond to what the opposite sex is saying, focus on the person speaking, and should not be busy with yourself when the communication has been made
5. Not confident

Difficult to memorize

Improve communication skills

The following are the results of an interview with the female student named Fira

1. Yes, the beauty of tourist objects, the history of these attractions, adds insight into natural beauty.
2. Becoming a guide in the tourism sector requires students to be good at speaking and have the courage to speak without embarrassment/awkwardness in order to make visitors comfortable.
3. Do training to become a road guide with your classmates.
4. Because tourism requires students to be good at speaking.
5. The advantage of learning tourism English is that it makes students understand quickly, while the disadvantage is that knowledge of tourism English lessons is less extensive than general English.

The following are the results of an interview with the female student named Fitri

1. Tourism students are interesting, because they can learn about local tourism and foreign tourism.
2. Write down the important points you want to convey. Don't memorize the lesson material, use simple words
3. Understanding the Potential of Tourism Destinations
4. Communication plays a role in both communication media and communication content

5. disadvantages are due to the difficulties often associated with learning them memorization problems because various words that sound one way are spelled differently. The advantage is that it facilitates communication between tourism actors and tourists who come from all corners of the world

Based on the results of the interviews conducted by the researchers above, it can be concluded that students are very interested in learning ESP tourism, apart from adding new impressions to them in the field of tourism, they are also interested in the insights they will gain in this field, but students are hampered in their public speaking, especially when using English. They still feel less confident and afraid of making mistakes when they want to speak English, they are more fluent and accustomed to using Indonesian. Students know that good public speaking in the tourism sector is very important because as a tourism guide you have to be good at speaking. Students are aware of their weaknesses but they also try to change to be better by continuing to learn and practice their public speaking with fellow students, not only that, they also learn from media such as TikTok, YouTube and others.

B. Discussion

In this section the researcher will discuss the research focus listed in the previous chapter, to be precise in chapter one. The focus of the research raised is ESP Learning Implementation on English Speaking Skills for Tourism at vocational high school 3 PAMEKASAN.

The researcher conducted observations at vocational high school 3 Pamekasan class 10 perhotelan 1 and 2. Here the researcher explains the results of how the teacher plays a role in the class and how students provide feedback on their speaking skills, especially English in tourism teaching.

English for Specific Purposes taught in areas, especially those related to stakeholder challenges in the world of tourism and hospitality. Lesson this ESP includes: English for Hotels, English for Representation, English for Bartending, English for Training, etc. Each ESP course is strictly in English, related to each area and the core competencies that students must acquire at the end of learning. ESP especially in tourism focuses more on language in context rather than grammar and language structure in this case, English terms related to tourism terms are generally used because English learning is integrated with core areas that are important for students.

Tourism is a journey It has been planned to leave the initial place to the place to be visited which is temporary or not permanent which will be done by a person or family in the context of recreation or vacation. Usually tourism is done by people who want to go on vacation or relieve stress from their work, most people travel to a nice place, or maybe go abroad. Today's tourism is not only for vacation or recreation, people who travel or travel far from their homes are for business, cooperation between companies or there are also those who need their own work such as models who are required to go to a good place for a photo shoot.

In learning ESP English for tourism class 10, tourism teachers put more pressure on students to be able to and memorize the terms and material in tourism because for the initial stage or beginners it is important to understand English terms in the tourism or hospitality industry. ESP especially in tourism focuses more on language in context rather than grammar and language structure. In this case, English terms related to tourism terms are generally used because English learning is integrated with core areas that are important for students.¹ For grade 10 children who are still relatively early in this field, teachers do not pressure students to immediately become fluent in English but the most important thing is that they are smart and know how to communicate well and correctly.

Students feel less confident, embarrassed, and afraid of making mistakes when they want to speak English because their learning does not focus on fluency in speaking English, but focuses more on the basics of tourism. Teachers provide opportunities to practice directly to students activities such as practice according to him to motivate, update students during formal learning, to stimulate students' interest, to help reduce the distance between teachers and students and provide more communication between students and students. The more motivated students are, the better they feel and speak with confidence. English as an international language is absolutely necessary for tour guides or someone who works in that field. Even

¹ Riyana Dewi, Model Pembelajaran English for Spesifik Purpose Dengan Pendekatan Kompetensi Komunikatif Berbasis Pendidikan Karakter, ORBITH VOL. 11 NO. 3 NOVEMBER 2015 : 173 – 181

though English in this field is really needed, class 10 students are still in the process of getting to know it and are more concerned with the material. Communication using Indonesian is one way of communicating or interacting with guests or tourists because in Madura, especially Pamekasan, there are rarely guests from abroad or abroad, so the teacher took the initiative for class 10 to focus more on basic terms, basic material, and also ways of speaking in communication. Good and correct, because a good speaking or communication style can return a positive response to the person you are talking to. Talking are words that involve communicating with people around us through different types of cries, different sounds, lip movements and different facial expressions such as smiling and frowning.²

² Saifuddin Zuhri, *Public Speaking* (2010), 15., Anne Burn, Helen joyce, *Focus on Speaking* (2019), 2., Moh: Hafid Effendy, *Kasak Kusun Bahasa Indonesia*, (Pena Salsabila: Juli, 2015), 132