

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF THE STUDENTS SPEAKING ABILITY  
ON THE HOSPITALITY PROGRAM  
IN IDEA INDONESIA METRO LAMPUNG  
IN THE ACADEMIC YEAR OF 2020/2021**

**By:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE OF ISLAMIC STUDIES (IAIN) METRO  
1442 H / 2021 M**

**AN ANALYSIS OF THE STUDENTS SPEAKING ABILITY  
ON THE HOSPITALITY PROGRAM  
IN IDEA INDONESIA METRO LAMPUNG  
IN THE ACADEMIC YEAR OF 2020/2021**

Present as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

By:

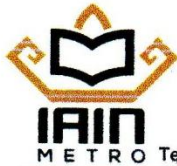
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To: The Honorable the  
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*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

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Judul Skripsi : AN ANALYSIS OF THE HOSPITALITY PROGRAM ON THE  
STUDENTS SPEAKING ABILITY IN IDEA INDONESIA METRO  
LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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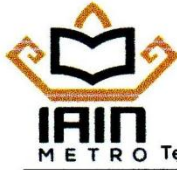
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Nomor :  
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*Assalamualaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : Setya Rohma Syahbani  
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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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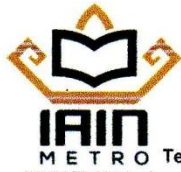
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**APPROVAL PAGE**

*Assalaamu'alaikum Wr.Wb*

Title : AN ANALYSIS OF THE HOSPITALITY PROGRAM ON THE  
STUDENTS SPEAKING ABILITY IN IDEA INDONESIA METRO  
LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021  
Name : Setya Rohma Syahbani  
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**APPROVED BY:**

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

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**RATIFICATION PAGE**

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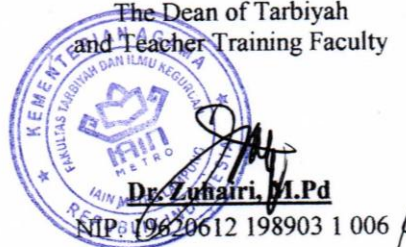
An Undergraduate thesis entitled: AN ANALYSIS OF THE STUDENTS SPEAKING ABILITY ON THE HOSPITALITY PROGRAM IN IDEA INDONESIA METRO LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021, Written by: Setya Rohma Syahbani, Student Number 14122147 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on April 29<sup>th</sup>, 2021, at 09.00-11.00. AM

**BOARD OF EXAMINERS**

Chairperson : Dr. Umi Yawisah, M.Hum  
Examiner I : Ahmad Subhan Roza, M.Pd.  
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The Dean of Tarbiyah  
and Teacher Training Faculty



## **ABSTRACT**

### **ANANALYSIS OF THE HOSPITALITY PROGRAM ON THE STUDENTS SPEAKING ABILITY IN IDEA INDONESIA METRO LAMPUNG**

**By:  
SETYA ROHMA SYAHBANI**

The objective of this research is to know the problem in Hospitality Program on the students speaking ability in IdeA Indonesia Metro Lampung. The researcher used interview transcription as sample in this research.

This research is a qualitative research. The data resources in this research are primary and secondary resource. The data was collected by using documentation and interview. Furthermore, the speaking trancription which were taken from interview is consisted of 10 respondents. .

The result of the research shows that there are five categories to measured students speaking skill on interview. They are pronunciation, fluency, grammar, vocabulary and comprehension. Each of aspects has different role and score for each respondent.

Finally, this research showed that the researcher found problems in students speaking. Based on ten respondents that was interviewed by the researcher , it showed that there were four students have problem in their speaking . Most of them has different difficulties in that five aspects. The first problem is pronunciation where the students mispronounce some words that is strange and seldom to use in their daily conversation. The second problem in students speaking is fluency where they should think their answer in long time and it is not easy for saying it. The third problem is grammar where the students still speak as what they know without worrying the grammar in the sentence. The next problem is vocabulary where there is no solution except enrich students vocabularies by reading english text as much as possible. The last problem is comprehension which only can be solved when the stuedents knowing the meaning and understand the topic. The conclusion is speaking problems can be solved by practicing English frequently

***Keyword:*** *Interview, speaking skill, hospitality students*

## **ABSTRAK**

### **ANALISIS PROGRAM PERHOTELAN PADA KEMAMPUAN BERBICARA SISWA DI IDEA INDONESIA METRO LAMPUNG**

**Oleh:  
SETYA ROHMA SYAHBANI**

Tujuan dari penelitian ini adalah untuk mengetahui masalah di Program Perhotelan pada kemampuan berbicara siswa di IDEA Indonesia Metro Lampung. Peneliti menggunakan transkrip berbicara siswa sebagai sampel pada penelitian ini.

Jenis penelitian ini adalah penelitian kualitatif . Sumber data dalam penelitian ini adalah data utama dan data sekunder. Pengumpulan data dilakukan melalui dokumentasi dan wawancara. Sementara itu, transkrip berbicara yang diambil melalui wawancara terdiri dari 10 narasumber.

Hasil dari penelitian menunjukkan bahwa ada 5 aspek yang digunakan untuk menjadi tolok ukur kemampuan berbicara siswa melalui wawancara. Lima aspek tersebut adalah pengucapan, kelancaran, tensis, perbendaharaan kata dan pemahaman. Masing-masing aspek memiliki peran yang berbeda dan nilai yang berbeda pada setiap narasumber.

Penelitian ini menunjukkan bahwa peneliti menemukan beberapa masalah pada kemampuan berbicara siswa. Berdasarkan 10 narasumber yang diwawancarai oleh peneliti, ada 4 siswa yang memiliki masalah pada kemampuan berbicara. Kebanyakan dari mereka memiliki masalah yang berbeda-beda . Masalah pertama adalah pengucapan, dimana siswa salah mengucapkan beberapa kata yang masih asing mereka dengar dan gunakan dalam kehidupan sehari-hari. Masalah kedua adalah kelancaran siswa dimana siswa kesulitan mengucapkan jawaban mereka dan harus memikirkannya dalam waktu yang lama. Masalah ketiga adalah tensis dimana siswa berbicara tanpa menghiraukan kalimat yang digunakan. Masalah selanjutnya adalah perbendaharaan kata, dimana solusinya adalah dengan memperkaya perbendaharaan kata dengan banyak membaca teks bahasa Inggris. Masalah terakhir adalah pemahaman, masalah ini dapat dipecahkan apabila siswa mengetahui arti dan topik yang dibahas. Kesimpulannya adalah mempraktikkan Bahasa Inggris, semua masalah tersebut dapat diatasi.

***Kata Kunci:*** Wawancara, kemampuan berbicara, siswa perhotelan



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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Student Number : 14122147  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, April 2021  
The writer



**Setya Rohma Syahbani**  
St. Number 14122147

## LEMBAR PERNYATAAN KEASLIAN

Yang bertanda tangan dibawah ini:

Nama : Setya Rohma Syahbani  
Npm : 14122147  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, April 2021  
Yang menyatakan



**Setya Rohma Syahbani**  
NPM. 14122147

## MOTTO

وَلَا تَتَمَنَّوْا مَا فَضَّلَ اللَّهُ بِهِ بَعْضَكُمْ عَلَى بَعْضٍ لِّلرِّجَالِ نَصِيبٌ مِّمَّا  
اَكْتَسَبُوا وَلِلنِّسَاءِ نَصِيبٌ مِّمَّا اَكْتَسَبْنَ وَسَأَلُوا اللَّهَ مِنْ فَضْلِهِ إِنَّ اللَّهَ كَانَ بِكُلِّ  
شَيْءٍ عَلِيمًا ۝۳۲

And do not covet that by which Allah has made some of you excel others; men shall have the benefit of what they earn and women shall have the benefit of what they earn; and ask Allah of His grace; surely Allah knows all things.

## **DEDICATION**

This undergraduate thesis would highly be dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My great Father and Mother, Mr. Herry Safry and Mrs. Siti Malikatun who always contribute their support, power and advice for my life and my study, thank you a lot for your everlasting love and incessant prayer. May Allah SWT bless you. Aamiin.
3. My beloved husband Moh.Roni Sofyan and my beloved son Hanif Ukail Afkar who always loving me. Thanks for every things you gave to me: your praying, support, trust, love and so on.
4. My beloved sister Lusi Syahbani, My younger brother Muhammad Mahendra Syahbani and Rayhan Affandi Syahbani who has given this valuable help and support.
5. My incredible Lecturers, particularly my sponsor, Dr. Umi Yawisah, M.Hum and my co-sponsor, Trisna Dinillah Harya, M.Pd always guiding me and giving me awesome contribution in finishing my study.

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful Praise be to Allah, the Lord of the world whom without His mercy and blessing, none of these be possible. The writer is very grateful for the chances He has given her to accomplish this a research proposal.

The writer would like to extend her gratitude to the Sponsor, Dr. Umi Yawisah, M. Hum and Co-sponsor, Trisna Dinillah Harya, M.Pd who have constantly given their endorsment, time, and guidance so that the writer could finish the proposal. There is nothing she could do to return their deeds. She would also like to thank the Chief of State Islamic Institute of Metro, who has given support and approval in order that the writer was able to conduct the research.

The writer could not endure the obstacles which arose during the process without her family support. She is grateful to have her mother, father, and sisters and brother who have supported her with finance and prayers for her success. She is also grateful to her the best friends for their support during her study, and all persons who can not be mentioned individually here.

It is Allah who bestows success and guides to the Right Path.

Metro, April 2021  
The Writer



**Setya Rohma Syahbani**  
**St. Number. 14122147**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is known as an international language, which is used and learned by all people in the world. English has an important part in education to the target of curriculum used now to support quality education in this country, although important but average many students still find it difficult to learn English material, they are consider English as the style language.

In Indonesia, English is a foreign language within Indonesian context. It is extensively implemented in education field in Indonesia. English is also one of obligatory subjects that must be followed by the students in the school. English as a foreign language in teaching process is not easy for the students in Indonesia. It is very different when they learn Indonesia language, because in English language structure, pronounciations and vocabularies are different from Indonesia language.

Due to the importance of English in Indonesia, the position of English structure in English Language Teaching is intensively essential. Therefore, the students in Inonesia have been familiar with the English structure. Unfortunately, English structure and grammar instruction is not delivered interestingly. For instance, most of the teachers tend to emphasize English structure and grammar teaching in the form of complicated formula.

IDeA Indonesia is one of Registered Training Organization in Lampung. The idea to build IDeA Indonesia Lampung was sparked on

September 9, 2009. IDeA Indonesia is located in AR. Prawira Negara no 30-31, metro pusat, metro city.

In IDeA Indonesia, English is the second language, because all of the members and staff should speak English in their activities for daily habit. Everytime they should speak English when they stay in IDeA Indonesia. Thus there will not found somebody speaks Indonesian language.

Hospitality Program is a program for students who have graduated from Senior High School or Vocational High School and want to get a job. They will get lesson about hospitality management and English lessons such as; Reading, Speaking Class, Public Speaking, Phonetic And Phonology, Structure and Grammar, Cross Culture Understanding, and Writing. The purpose is mastering the students in English.

In English, learning speaking process is one of important skill besides reading, listening and writing skill. However, in the reality, when asked to speak English the students often face many problems. In speaking, pronunciation, fluency, vocabulary and grammar become an important basic in learning foreign language one of component in English learning. Vocabulary, pronunciation, fluency and grammar are one of needed elements to increase speaking ability.

Speaking becomes interesting activity when the people know what the other people say and can communicate in English. One of the important points is that the opponent can be an inspiration about their speaking to do communication in daily habit. Furthermore, Individual responsibility,

interpersonal and small group ability, group management, and positive autonomous are really important. Actually, speaking is a tool for students to express their ideas directly, without a paper, book and text.

Daily habit is something to do everyday, repeatedly and continuous by all of people. The students not only memorize some vocabularies, but also need a lot practice everyday beside knowing the grammar. Daily activity make students habitual to speak English to transfer the information she or he has in her or his mind to her or his listeners. It means that speaking is one of the elements to deliver or gives information to other people or listeners.

Applying daily expressions in daily activity of Hospitality students in IDeA Indonesia is usual and obligatory for all of members. However, the instructor uses English language as language teaching and daily activity. The instuctor will be easy to communicate and chat with the students. The instructor asks the students to speak English everyday to add their vocabularies.

In this case, the researcher conducted a research at IDeA Indonesia on November 22, 2019. The researcher has done an interview with some of the students. The result of interview showed that, there are some problems of the students, they are not master in vocabulary, pronunciation, fluency and grammar. After that the researcher found that many students had difficulties in memorizing vocabularies. Then some students who had self-confidence in expressing their ideas dominated the teaching learning activity in the class and dormitory. Thus, it was able to hamper learning process. And also for

speaking English well is difficult because we have to know the vocabularies, meaning, and pronunciation, for the examples we have to memorize some new vocabularies, how to pronounce, need more time and habit to speak fluently.

Based on the explanation above, the researcher would like to conduct a research entitled “An Analysis of The Hospitality Program on The Students Speaking Ability in IdeA Indonesia Metro Lampung”.

## **B. Focus of the Study**

Based on background above, the researcher could identify the problems focus on “An Analysis of The Hospitality Program on The Students Speaking Ability in IdeA Indonesia Metro Lampung”.

## **C. Problem Formulation**

Besed on the problem limitation above, the researcher formulated the problem of this research, as follows : What are the problems in Hospitality Program on The Students Speaking Ability In IDEa Indonesia Metro Lampung Academic Year 2019 / 2020.?

## **D. Objectives and Benefits of The Study**

### **1. The Objective of The Study**

To know the problem in Hospitality Program on The Students Speaking Ability In IDEa Indonesia Metro Lampung.

## **2. The Benefits of The Study**

Hopefully this research can be used :

- a. To give much knowledge and give solution of the problems for the students speaking ability.
- b. The students will be able to increase their abilities in studying English.
- c. For the lecturer, they can get more information about increase speaking ability.
- d. The lecturer can know how to repair problems in speaking ability.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Prior Research

Many researchers that have been previously conducted. One of them is Dona Achlia from Sebelas Maret University in October 2014 by entitled “The Correlation between Habit in Watching English Films with English Subtitles, Grammatical Competence, and Speaking Skill (A Correlational Study to the Sixth Semester Students of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University in the Academic Year of 2013/2014)”.<sup>1</sup> Result of the experiment showed that the increase of students’ habit in watching English films with English subtitles and grammatical competence, either separately or simultaneously, will be followed by the increase of the students’ speaking skill.

Morover, Dian Pipit Saputri from University of Muria Kudus in August 2018 by entitled “The Correlation Between Habit In Singing English Songs and the Mastery of Pronunciation of the Eleventh Grade Students of SMK NU Ma’arif Kudus in the Academic Year 2013/2014”.<sup>2</sup> The result described that there is a significant correlation between habit in singing English songs and the mastery of pronunciation of the eleventh grade students of SMK NU Ma’arif Kudus in the academic year 2013/2014. Thus, the writer

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<sup>1</sup> Dona Achlia. *The Correlation between Habit in Watching English Films with English Subtitles, Grammatical Competence, and Speaking Skill*. (Surakarta: Sebelas Maret University.2014).

<sup>2</sup> Dian Pipit Saputri. *The Correlation Between Habit In Singing English Songs and the Mastery of Pronunciation of the Eleventh Grade Students of Smk Nu Ma’arif Kudus in the Academic Year 2013/2014*.(Kudus: university of Maria Kudus.2014).

suggests that the teachers to use singing English songs as a teaching technique to improve students' mastery of pronunciation. The students should increase their habit of singing English song to make their mastery of pronunciation well.

However, Imam Mufti Alimi from English Language Education Study Program. Bachelor Degree of Sultan Agung Islamic University Semarang in 2014, conducted a research entitled "The Effectiveness of Using English area to improve the new members' speaking skill in English tutorial program of Sultan Agung English Club (SAEC) Semarang".<sup>3</sup> The result described that Speaking is one of the skills to be learned or acquired in the language, especially in English. The main purpose of this study is to find out whether English area can be used to improve the speaking skill of the SAEC (Sutan Agung English Club) members. Result of experiment showed that there was a significant difference of speaking ability for the new members between before and after the treatment by using English area.

From three previous researchs, it is more focus on the effectiveness of daily habit in increasing Speaking skill, but it is different from the previous research, this research is attempting to explore the problems faced by students when applying English in their daily activities.

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<sup>3</sup> Imam Mufti Alimi. *The Effectiveness of Using English area to improve the new members' speaking skill in English tutorial program of Sultan Agung English Club (SAEC)*.(Semarang. Semarang: Sultan Agung Islamic University.2014).

## B. The Concept of Speaking

According to Welty, speaking is the main skill in communication. According to Brown, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.<sup>4</sup> Its form and meaning are dependence on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. According to Bryne, speaking is an oral communication, the two way process between speaker and listener and involves productive and receiveive skills of

Meanwhile according to Abril, speaking is a productive skill, this skill could be sometimes formal and informal it depends on the speech and the level of formality. According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol, in a variety of context. Therefore, speaking can take place if the speaker uses verbal symbol like word and non verbal symbol like gesture and body language to convey the intention.<sup>5</sup>

Moreover, Richards & Willy said Speaking is one of the elements of communication, where communication is the output modality and learning is the input modality acquisition.<sup>6</sup>

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<sup>4</sup> Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New Jersey:Prentice Hall.1994).

<sup>5</sup> Chaney, A. L., and T. L. Burk. *Teaching Oral Communication in Grades K-8*. (Boston: Allyn&Bacon.1998). 13.

<sup>6</sup>Brown, H. D. *Principle of Language Learning and Teaching*. (New York: Prentice hall. 1980). 210.



In speaking process, especially in conversation, it needs at least two people. One become the speaker who is giving information and other becomes the listener who receives information. Therefore, they can interact socially with each other.

Speaking become important because speaking is a skill that can make people easily understand to what things explained. There were three aspects of speaking that must be fulfill :

### **1. Fluency**

Lado points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Thornburry (2005) People can be said as fluent speakers if they fulfill the following features :<sup>7</sup>

- a. Pauses may be long but not frequent
- b. Pauses are usually filled
- c. Pauses occur at meaningful transition points
- d. There are long runs of syllables and words between pauses

Foster and Skehan in Nunan propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

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<sup>7</sup> Lado, R. *Language Teaching a Scientific Approach*. (New Delhi: Grow Hill Publishing Company. 1961). 240.

## 2. Pronunciation

According to Thornbury, pronunciation is the student's ability to produce comprehensible utterances to fulfill the task requirements. According to Harmer, pronunciation is important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

## 3. Grammar

According to Brown, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In relation to contexts, a speaker should consider the following things:<sup>8</sup>

- a. Who the speaker is
- b. Who the audience is
- c. Where the communication takes place
- d. What communication takes place before and after a sentence in question
- e. Implied versus literal meaning
- f. Styles and register
- g. The alternative forms among which a produce can choose

Speaking must fulfill several aspects, according to Harris (1974) there are:<sup>9</sup>

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<sup>8</sup> Op. cit. Brown, H. D. 362.

<sup>9</sup> Harris, David P. *Testing English as a Second Language*. (New Delhi: Tata Mc Graw Hill Publishing.1974).

a. Fluency

Fluency can be defined as the mastery to speak fluently and accurately. Fluency includes a reasonable fast speed and only a small number of pauses. It means that when a person makes a dialogue with another person, the other person can give a response well without difficulty.

b. Grammar

Heaton defines grammar as the students' mastery to manipulate structure and to distinguish appropriate grammatical forms in appropriate ones. In other words, grammar is a structured form to create good sentences.

c. Vocabulary

Vocabulary means the suitable diction which is used in communication. No one can communicate effectively if they do not have enough vocabulary.

d. Pronunciation

Pronunciation refers to mastery to produce easily comprehensible articulation. In other words, pronunciation is the intonation pattern.

e. Comprehension

Syakur (1978) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it.<sup>10</sup>

Comprehensibility denotes the ability of understanding the speakers'

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<sup>10</sup> Syakur. *Language Testing and Evaluation*. (Surakarta: Sebelas Maret University Press. 1978).

intention and general meaning. This idea means that is a person can answer or express well and correctly, it show that he/she comprehends or understand well.

In designing speaking activities or instructional materials for second or foreign language teaching it is also necessary to recognize the very different functions speaking perform in daily communication and the different purpose for which our students need speaking skills.

#### **4. Functions of Speaking**

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional function (in which focus on the exchange of information). According to Jones and Burns there are three functions of speaking:<sup>11</sup>

##### **a. Talk as Interaction**

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than the message.

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<sup>11</sup> Burns, A. *Teaching Speaking Annual Review of Applied Linguistics*. (Melbourne: PETA. 1998).

b. Talk as transaction

This type of talk to situations where the focus is on what is said done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

c. Talk as performances

The third type of talk which can usefully be distinguished has been called talk as performances. This refers to public talk. Talk is, talk which transform its information before an audience such as morning talks, public announcements, and speeches.

Based on the third type of talks above, we can conclude that speaking have some function depend on the situation and condition. This is one of the reason, why do the students should learn more about speaking?

## 5. Teaching Speaking

Teaching speaking is ways of teaching the student transforming ideas or information for communication by using the language. The keyword in teaching speaking is strategy or technique of the teacher. According to Rivers, speaking is developed from the first context of the language. Thus, we have to introduce speaking with the language we are learning, because speaking is the process for the students to express their emotions and everything in their mind. According to Brown and Yule, learning to talk in the foreign language is often considered being one of

the most difficult aspects of language learning for the teacher to help the students with.<sup>12</sup> On the other hands, according to Jespersen, the essence of language is human activity in the part of the individual to make him understood by another. It means that communication is very important for everyone.

a. The Nature of Speaking

There are many definitions of speaking in language learning proposed by some experts. Clark and Clark define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand.<sup>13</sup>

Thornbury argues that in the nature of speaking, speakers do some important parts to express their intentions. They should deal with speech production and self-monitoring, articulation of their words and should manage their talk accurately and fluently.<sup>14</sup> In addition, the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot.

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<sup>12</sup> Op. cit. Brown, H. D.

<sup>13</sup> Clark, H. H. and Clark, E. V. *Psychology and Language*. New York:1 Harcourt Brace Jovanovich Inc. 1977. 3.

<sup>14</sup> Thornbury, S. *How to Teach Speaking*. England: Longman. 2001. 5

### C. The Measurement of Speaking Skills

Speaking skill is an important part of the curriculum in language teaching and this make them an important object of assesment as well. Assesing speaking is challenging, however there are so many factors that influence our impression how well someone can speak a language, and because we expect test to be accurate, just and appropriate for our purpose.

<sup>15</sup> It means that the speaking skill should be seriously assesed accuratly that appropriate with assessment criteria.

According to brown, there are five scale of speaking: pronunciation, fluency, grammar, vocabulary an comprehension. <sup>16</sup> To know the improvement the students' speaking skill has been made by the students after being treated by some problem sticks, their speaking ability will be measured by speaking measurement adapted from arthur Hughes collaborated with FSI (foreign service instate). There are five components have rating range from 1-6 with different weighting point from the lowest to the highest.

The speaking measurement contains of some component elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency and comprehension.<sup>17</sup>

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<sup>15</sup> Sari Luoma. *Assesing Speaking*. (New York:Cambridge University Press.2004). 1

<sup>16</sup> H.Douglas Brown. *Language Assessment Principles and Classroom Practice Pedagogy*. (New York:Longman.2004).157

<sup>17</sup> Hughes Arthur.*Testing for Language Teacher*.New York:Cambridge University press.2003.p.111

**Table 1 Speaking Assessment Rubric**

| <b>Pronunciation</b> |   |
|----------------------|---|
| 1                    | Pronunciation frequently unintelligible.  |
|                      | Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.  |
| 3                    | Foreign accent require concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent error in grammar or vocabulary. |
| 4                    | Marked foreign accent and occasional mispronunciations which do not interfere with understanding.   |
| 5                    | No conspicuous mispronunciation, but would not be taken for a native speaker.   |
| 6                    | Native pronunciation, with no trace of foreign accent.  |
| <b>Grammar</b>       |   |
| 1.                   | Grammar almost entirely inaccurate expert in stock phrase.  |
| 2                    | Constant error showing control of very few major patterns and fluently preventing communication.  |
| 3                    | Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.                                       |
| 4                    | Occasional errors showing imperfect control of some patterns but no weakness that the cause misunderstanding.   |
| 5                    | Few errors, with no patterns of failure.  |
| 6                    | No more than two errors during interview.   |



| <b>Vocabulary</b> |   |
|-------------------|---|
| 1                 | Vocabulary inadequate for even the simplest conversation.   |
| 2                 | Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)   |
| 3                 | Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics.                            |
| 4                 | Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. |
| 5                 | Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.                |
| 6                 | Vocabulary apparently as accurate and extensive as that of an educated native speakers.   |
| <b>Fluency</b>    |   |
| 1                 | Speech is so halting and fragmentary that conversation is virtually impossible.   |
| 2                 | Speech is very slow and uneven except for short or routine sentences.   |
| 3                 | Speech is frequently hesitant and jerky; sentences may be left uncompleted.   |
| 4                 | Speech is occasionally hesitant with some univennes caused by   |

|                      |  |
|----------------------|--|
|                      | rephrasing and grouping for words.   |
| 5                    | Speech is effortless and smooth, but perceptively non-native in speed and evenness.  |
| 6                    | Speech on all professional and general topics as effortless and smooth as a native speaker's.  |
| <b>Comprehension</b> |  |
| 1                    | Understand too little for the simplest type of conversation.   |
| 2                    | Understand only slow, very simple speech of common social and touristic topics, requires constant repetition and rephrasing.                       |
| 3                    | Understand careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.                 |
| 4                    | Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.                         |
| 5                    | Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech. |
| 6                    | Understand everything in both formal and colloquial speech to be expected of an educated native speaker.   |

Speaking skill is a person's skill to express his thought to anyone else via oral, but difficult to develop if the person not practice constantly. It can be done if students practice speaking with their teacher, friends and parents. The purpose of practicing speaking English is to speed up

conversation skills, enrich the use of vocabulary, correct grammar, completed pronunciation and train hearing to more understand what the message of listener. The existence of a situation like the above can make students study harder in learning English, so the students are able to express their ideas, thoughts and opinions better.

#### **D. The Teaching of Speaking**

In teaching speaking, appropriate teaching methods and techniques should be applied. Brown defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives.<sup>18</sup> Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life. Therefore, the methods and techniques used in teaching speaking should encourage students to use the target language in certain context and develop their speaking strategies. Brown proposes some principles for designing speaking techniques. Those principles are as follows:<sup>19</sup>

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<sup>18</sup> Brown.H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Pearson Education co. 2001). 14

<sup>19</sup> Ibid., 275

- a. Using techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency.
- b. Providing intrinsically motivating techniques.
- c. Encouraging the use of authentic language in meaningful context.
- d. Providing appropriate feedback and correction.
- e. Capitalizing on the natural link between speaking and listening.
- f. Giving students opportunities to initiate oral communication.
- g. Encouraging the development of speaking strategies.

## **E. The Concept of Hospitality Program**

Hospitality is an industry that includes restaurants, hotels, casinos, amusements parks, events, cruises, entertainment, and other tourism related services. This industry is not only important to businesses, but also to customers, employees, and economies.

### **1. Hotel Services and Hotel Simulation**

#### **a. Hotel Guest**

This term consists of two words, namely “Hotel” and “Guest.” In the decision letter of Menparpostel Hotel means a kind of accommodation that uses some of or all buildings to prepare and serve an inn, food and drink, and other services for public society. It is managed commercially and must meet some requirements, Guest a person staying at a house or a hotel, and a person invited to a theatre, restaurant, etc., by somebody else who pays.

### 1) Kinds of Hotel

Kasmo divides the hotel into two big departments based on the structure of hotel organization:<sup>20</sup>

- a) The front of the hotel, meaning departments where all personnel will interact and come into contact directly with the guests, visitors and customers coming to the hotel. Also, it consists of the General Manager, Personnel front office, Personnel public area and F & B service.
- b) The back of the hotel, meaning a part of hotel where personnel will not interact and have contact directly with the guests, visitors and customers. It consists of kitchen personnel, stewards, accountants, etc.

### 2) Hotel Management

Make the guests feel at concerns all personnel in the hotel. Master states that key to making the guests enjoy their experience is a good management. A hotel must demand their personal to maximize their service in handling guests. They have to be able to respond to and resolve any problem that might arise when the guests arrive at the hotel, during they stay, and when the guests leave the hotel.

### 3) Personnel at the Front of the House

Kasmo state that there are three sets of personnel working at the front of the hotel:<sup>21</sup>

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<sup>20</sup> Paul Robertson. *Asian EFL Journal Professional Teaching Articles*. Australia: English Language Education Publishing.2005. 49.

<sup>21</sup> Ibid., 50.

a) General Manager

The General Manager could be the owner of the hotel, businessman, staff or someone that is pointed by his boss. As General Manager, he has to be able to speak many languages. Moreover, he must be educated and have the capability to lead a big company. In addition, he must be responsible for staff needs and understand what the guests need. Most importantly, he must have a high quality of leadership. The General Manager decides on some planning and allocation of jobs.

4) Personnel at the Front Office

The personnel at the front office are three people:

- a) Front Office (F.O.) Manager who is the head of reception, in charge of ordering of rooms, the cashier and public area.
- b) Receptionist who is responsible to the F.O Manager, receiving and handling guests, doing a count of room bills, doing hotel bookkeeping and managing all the goods of hotel.
- c) Secretary who is responsible for serving the guests, administration, travel agency, distributing the hotel prospectus and other media promotion.

5) Personnel in the Public Area

- a) Porter who guards the guests when they arrive, stay and leave the hotel.
- b) Night Porter who serves the guests coming at night and prepares a list for departure of the guests.

- c) Doorman who picks the guests up and takes them to their room when they come and calls a taxi for them when they leave the hotel.
- d) Pageboy who helps the guests, porter, receptionist, and gives them direction when they need.
- e) Bellboy who manages the goods of guest from and to the room
- f) Operator who connects all the telephone lines.<sup>22</sup>

From the three sets of personnel at the front of the hotel, those at the front office have a main role and responsibility in handling the guests because they meet the guests for the first time. They have many jobs that must be done and finished successfully. The most important is how to make the guests happy and enjoy their stay.

Kasmo explains that to handle the guests well, care and attention must be given from the first meeting when they come (check-in) till they leave the hotel (check-out). This process places several demands on the front office: Insight, Service orientation, Flexibility, Decision-making, Physical readiness, Good appearance, Fluency in many languages, Communicative ability, sympathetic attitude, Professional and helpful, Capability of promotion and organization, and Computer literacy.<sup>23</sup>

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<sup>22</sup> Paul Robertson, loc. Cit.

<sup>23</sup> Ibid. P.51

**b. Handling Guests**

## 1) Checking into the Hotel

Reception is one of the front office jobs. In this case, they must welcome the guests well and in a friendly manner. Also, they must give them clear information about room facilitation and help them to check into the hotel.

Master states that hotel management in helping a guest to check into the hotel can be divided three functional areas that describe the work routines of hotel personnel in the registration area:

- a) Taking reservations by telephone.
- b) Responding to inquiries for reservations by letter.
- c) Receiving guests.

## 2) Staying at the Hotel

The front office has to be professional. They must communicate effectively with the guests to give information and direction about places inside and outside the hotel, tickets for entertainment and schedules for transportation.

In the restaurant, staff must show best service by welcoming guests, directing them to their tables, listening and responding to requests for translation and description of menu items.



Additionally, they need to comprehend orders in English, explain the bill, apologize for errors if necessary, and know the appropriate non-verbal behavior to maintain the respect of the customer.

### 3) Checking-Out

Finally, staff need special proficiency and language skills used in dealing with guests who are leaving the hotel. They especially need to handle guests' complaints and the payment of bills, for example by using some expressions such as: "this can't be right!", "I'll check it for you" or "I'm afraid there is no mistake".

## 2. Hotel Simulation

Jones defines simulation as reality of function in a simulated and structured environment. He further states that reality of function is the key concept in simulation. Simulation is often a problem-solving activity to which the student brings his own personality, experience and opinions. Simulation can be defined as a structured set of circumstances that mirror real life and participants act as instructed.<sup>24</sup>

### a. The Characteristics of Simulation

Jones identifies the characteristics of simulation as follows:

- 1) Reality of Function. This covers not only what the participants say and do, but also what they think
- 2) Simulated Environment.

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<sup>24</sup> *Ibid.* 53.

3) Structure. A simulation requires a structure.

b. The advantages of simulation

Jones sees the advantages of conducting a simulation as follows:

- 1) Simulation removes the teacher, who as controller, is in an ideal position to monitor the language and behavior.
- 2) Simulation provides realism of both action and (usually) documentation.
- 3) Simulation contains built-in motivation, and language which is cohesive in action, focusing on points of duty and function.
- 4) Simulation helps break the ice and be used for cross-cultural purposes.
- 5) Simulation is an excellent means of assessing language ability.

## **F. Hospitality Program to Speaking**

English for tourism has a major role in the delivery of quality service. Employees who work in the hospitality industry are entirely and highly aware of its importance and they need to have a good command of English in their workplace. English for hospitality has been categorized under English for the specific purpose (ESP). It is an important dynamic area of specialization within the field of English language teaching and learning. The necessity of teaching English for professional purposes and specifically in the area of tourism is obligatory. Language skill is very important and essential in all

professional fields especially in the tourism and hospitality industry due to its specific nature and concepts. Thus, it is required that the educators understand the practical applications of this approach.

According to Cravotta English for tourism and hospitality is used for international tourism and service industry which is considered under the category of English for specific purposes and its practical application needs to be understood. English has been dominated in many different fields such as education, business, technology, media, research, tourism, and medicine. Meanwhile according to Tsao, there is a fast rise and demand for English for specific purposes to achieve people with instrumental purposes. English for specific purposes is recommended to the learners who are required to meet the essential, specific and precise needs to respond to the considerable demands in vocational or academic situations in English. Hutchinson and Waters agree that one approach to the language teaching is ESP. They believe that all decisions as to the different methods and content are constructed based on the learners' intention and purpose for learning.<sup>25</sup>

Moreover, Albrakawi Hussein designed a computerized ESP program for hotel students. The findings of the study revealed that the program had a measurable effect on the English proficiency of the experimental group.<sup>26</sup>

Speaking for hospitality program become important because speaking is a skill that can make people easily understand to what things explained. All

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<sup>25</sup> Nahid Zahedpishes. *English for Tourism and Hospitality Purpose*. Malaysia: Canadian Center of Science and Education. 2017

<sup>26</sup> Husein Theeb M. Albrakawi. *Needs Analysis of the English language Secondary Hotel Students*. Jordan: european Center.

of people should be speak english when they are working in hospitality industri to easily their communication. Employees who work in the hospitality industry must be proficient and have good command of English in order to make it easier to communicate with guests or tourists.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Background Description and Role of the Researcher

In this research, the researcher use qualitative method as the method. It has been cited that according to Gary Anderson and Nancy Arsenault, "Qualitative research is a form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them". To know about correlation, the contribution, the relationship, as usual we use quantitative methods. But, here the writer wants to explore phenomena about speaking ability. Therefore, the writer decides to choose qualitative method to know how Analysis of The Hospitality Program on The Students Speaking Ability in IDeA Indonesia. Qualitative research is distinguished from quantitative research in that quantitative research is concerned with frequency while qualitative research is concerned with abstract characteristics of event.<sup>27</sup>

Qualitative research is procedure method that produces descriptive data in written form or oral form of human and their attitude that can be analyzed so the purpose of the research is the understanding of certain subject and the background totally.

Qualitative research is an approach that is called investigation approach because the researcher collects data by facing and interacting with

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<sup>27</sup>Joe. L. Kincheloe, *Teacher as Researcher, Qualitative Inquiry as a path to empowerment*, Reutledgefalmer, New York, 2003, p.188

the object directly (McMilan & Schumacer). It can be said that all data are gotten by interacting with the object and environment surround them. The researcher will analyze and describe every individual within their life and mind. The researcher must be able to describe the phenomenon through clear explanation.

Qualitative research has some characteristics that differs it from others. Firstly, qualitative research is contextual. It means that research will be held in normal situation. The researcher collects the data through natural condition as the source data. The researcher analyzes the data, describe and then interpret the collected data. Secondly, qualitative research is longitudinal. It can be explained that qualitative research needs a long time, because collecting data process handled by the researcher directly. Thirdly, qualitative research is collaborative. It means that researcher of qualitative collaborates with other individuals surround the research environment. The collaboration between researcher and other individuals will make data result more accurate and credible. Fourthly, qualitative research is interpretative. The researcher must be able to analyze and interpret the data collected. After analyzing the data, the researcher interprets data based on experience, knowledge and language. Fifthly, qualitative research is organic. It means that the research questions can be changed depends on data collected. The last, qualitative research's trustworthiness claimed by special criteria. It is different from quantitative that uses validity and reliability.

## **B. Data Resource**

For gathering information for researcher need accurate data. In this research the writer used some data research. Therefore, the writer offered data resaerch gathering the data are as follows:

### **1. Primary**

In primary resource uses documentation which will be done by reseacher by taking several images recording for the document.

### **2. Secondary**

In the secondary resource the researcher make an interview, the reseacher will conduct the students for answering the question in orther to know the students' speaking difficulties in daily habit.

## **C. Data Collecting Technique**

Creswell stated that “in many qualitative studies, inquiries collect multiple forms of data and send a considerable time in the natural setting gathering information“. Therefore, in collecting data, the writer needs some technique. The technique that will be used by the writer as follow:

### **1. Documentation**

The writer use documentation technique for collecting data research. By this documentation technique elicits the elements of Analysis of The Hospitality Program on The Students Speaking Ability in IDeA Indonesia.

## 2. Interview

In interview, the researcher conduct face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interview with six to eight interviewees in each group.<sup>28</sup> Interview that is used in Qualitative will be opened interview. It is used to know causal relationship among aspects of the research. As it said before, that Qualitative research uses opened interview. It means that participants can answer the questions given, by their words freely. This kind of question is the easiest way to ask for information. However, the responses are not easy to analyze. It is especially useful if the researchers want the respondents to give free thought, suggestions, recall information learned, or if you need detailed answer.<sup>29</sup> There are three types of interview. They are, informal interview, structured interview, and informal interview. In this case, the writer will use structured interview that uses prepared questions.

### D. Data Analysis Technique

An indepth study of a single person, event, community or group is called a case study.<sup>30</sup> Case study is research method that describes a phenomenon clearly (Tellis). The writer chooses this method because the

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<sup>28</sup>John W.Creswell, *Research Design Qualitative Quantitative and Mixed Methods Approach*, (Second Edtion, America: Sage Publication , 2002), 188

<sup>29</sup> Sutanto Leo *et.al*, *English For Academic Purpose: Essay Writing*, (Jakarta: Penerbit Andi, 2007), 72

<sup>30</sup>Linda Kalof, Amy Dan and Thomas Dietz, *Essentials of Social Research*, (USA: Open University Press, 2008), 152



writer wants to know deeper about Analysis of The Hospitality Program on The Students Speaking Ability in IDeA Indonesia.

Case study has some research procedures applied. The procedures are:

1. Determining focus to the research and formulating the questions

The questions must be collected to focus the research. Determining case and arranging questions of the research are the basic foundation of the research.

2. Determining case, collecting and analyzing the data

After arranging the questions, the researcher will determine the case to be researched.

3. Supplying collecting data instrument

Preparing the suitable research instruments is one of factors that determine the accuracy of the research data.

4. Collecting the data

After choosing the instruments, the researcher collects the data needed by the research.

5. Evaluating and analyzing the data

This is the important process. Its success depends on researcher's ability. Yin offers some techniques to analyze the data. They are pattern-matching, explanation-building, and time-series analysis.

6. Making Report

To make a research related a foreign language; it is more suitable to use formal report.

The interview is analyzed by analyzing interview scripts of correspondents and interviewer. The researcher who acted as interviewer takes conclusion from keywords of answer from correspondents. The questions are aimed to lure out the speaking ability of the correspondents and also asking the correspondents about their daily habits which related to their speaking ability.

### **E. Steps a Case Study**

A qualitative approach is one in which the inquire often makes knowledge claims based primarily on constructivist perspective (i.e., the multiple messages of individual experiences, message socially and historically build, with an intention of developing a theory or way), or advocacy/participatory perspective (i.e., political, issue-oriented, collaborative, or change oriented) or both. It also implements strategies of inquiry such as narratives, phenomenology, ethnographies, grounded theory studies, or case studies. The researcher collects open-ended, emerging data with the primary aim of developing themes from the data.

The seven steps employed in a case study approach, namely :

1. Justification for the research paradigm and research methodology,
2. Justification for the case study method,
3. Criteria for judging the quality of case study design,
4. Designing the case study,
5. Criteria for selecting a case design,
6. Data collection,
7. Case study analysis.

## CHAPTER IV

### RESULT OF THE RESEARCH

#### A. Description of Research Setting

##### 1. The Historical Background of IdeA Indonesia Metro

The idea to build IDeA Indonesia Lampung was sparked on September 9, 2009. This, IDeA extended as strategy in developing JED OF Yogyakarta. When the third anniversary of JED Group, Mr Eko Desriyanto as the director presented the planning to build the branch in Lampung especially in Metro. But, it did not get positive response.

Getting rejected from the investor did not stop his intention to develop education which had “Kota Pendidikan” program. He decided to leave comfort position as director of JED Group and moved to Metro, Lampung. Metro was choose to build IDeA Indonesia because it had strong histories. In other hand, director of JED is Lampungnese and also study in Metro.

On 2010 IDeA Indonesia was located at TK Al Qur’an Metro Barat. A year ago, on July 25, 2011, IDeA Indonesia moved to St. Paria 15A Campus, East Metro as the office center. Then, now IDeA Indonesia has own building and dormitory at St. AR Prawiranegara No. 30-31, Kauman, central Metro, Metro city. In the first year, the students of IDeA Indonesia for English Study Program and Hospitality only 34 students, then increase became 150 in the second year. Year by year always

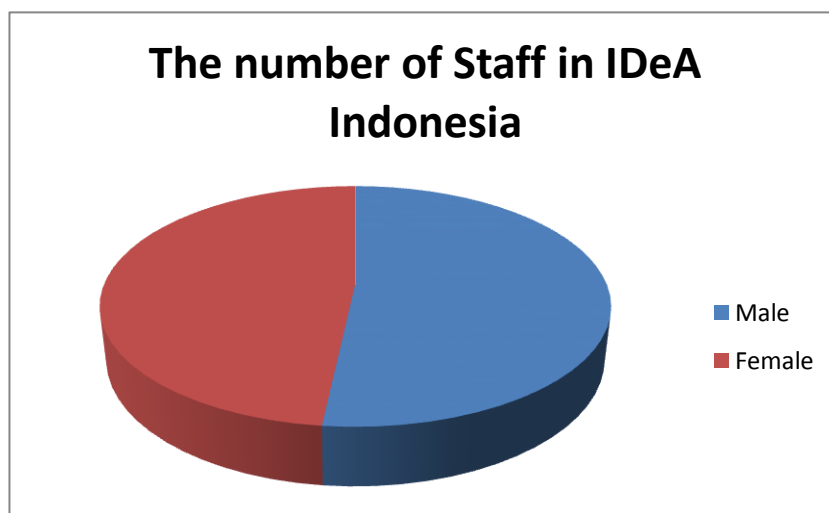
increase, in the fourth year there were 325 students. Now the student of Hospitality Program increase become 548 Students.

**Table 2. Structure Organization of IDeA Indonesia**

| No | Name                    | Possition                  | Gender |
|----|-------------------------|----------------------------|--------|
| 1  | Eko Desriyanto          | President Director         | Male   |
| 2  | Tri Wahyuningsih        | SAS Manager                | Female |
| 3  | Mutiara Suci            | Alumni Job Placement staff | Female |
| 4  | Faiz Nur Fahmi          | Alumni Job Placement staff | Male   |
| 5  | Annisa Nurmala Dewi     | Training Allocation Staff  | Female |
| 6  | Enggar Tiasto           | Training Allocation Staff  | Male   |
| 7  | Nurul Abdilla           | SAS Staff                  | Female |
| 8  | Vendita Veranti         | SAS Staff                  | Female |
| 9  | Eko Kristianto          | Marketing Manager          | Male   |
| 10 | Rudiyanto               | Ast. Marketing Manager     | Male   |
| 11 | Bastian Adi P           | Marketing Supervisor       | Male   |
| 12 | Praditya Herman S       | Marketing Supervisor       | Male   |
| 13 | Ali Munawan             | Marketing Staff            | Male   |
| 14 | Lukita Purnama          | Marketing Staff            | Male   |
| 15 | Nur Islah Way Kurni     | Marketing Staff            | Male   |
| 16 | Rahmad Susilo           | Marketing Staff            | Male   |
| 17 | Danu Eko                | CCMA Staff                 | Male   |
| 18 | Dani Pratama            | CCMA Staff                 | Male   |
| 19 | Rini Hastari            | Dormitory Manager          | Female |
| 20 | Yulia Puspita Sari      | Dormitory Coordinator      | Female |
| 21 | Mar'atus sholihah       | Education Staff            | Female |
| 22 | Lilis Nurindah Sari     | Education Staff            | Female |
| 23 | Kharis Fikril Muhorobin | Education Staff            | Male   |
| 24 | Erna Sari               | Education Staff            | Female |
| 25 | Dina Nataliah           | Fin & Acct Staff           | Female |

|    |                   |                  |        |
|----|-------------------|------------------|--------|
| 26 | Nurhaliva         | Fin & Acct Staff | Female |
| 27 | Handi Ariyansyah  | Fin & Acct Staff | Male   |
| 28 | Lutvia Nur azizah | HR Officer       | Female |
| 29 | Janet Mayda       | HR Admin         | Female |

Based on the data of staff in IdeA Indonesia, it can be seen that there are 29 staff in IdeA Indonesia. From its number, it is consisted of 15 male and 14 female such as described in chart below :



## 2. The Profile of Hospitality Program

IDEA Indonesia has two programs, these are hospitality program and english mastering program. English Mastering Program (EMP) was the next level of Training For Master (TFM) and Student Intensive Program (SIP). Student Intensive Program (SIP) was one of the department study in IDEA Indonesia. The members of Hospitality Program coming From Senior High School. In Hospitality Program has round 548 students, because they should follow test if wanted to follow this program. This program is a job training for hospitality training hotel and cruise staff.

The students learned from basic English till second month. Started from Listening, Speaking, Phonetic and Phonology, Reading and writing. The Student Profile of IDeA Indonesia are:

a. Visionary

IDeA students must have a clear, distinctive, and specific (in details) visions of the future arrangements. Students can not just flow like wind. They must be able to see what does not yet exist but might some day, a glimpse into the possible future based on English as their basic capital to be international activist.

b. Passionate

Once IDeA students have visions, they keep on struggling to reach. No matter how many times they fall down, they strongly stand up and move on. Some may talk about them negatively, in the same time some will admire the way they are. Never give up for precious pick of the dream while enriching themselves with more new knowledge and guidance.

c. Open Minded

IDeA students must realize that they come from various backgrounds; different ethnics, cultures, religions, abilities, and social status. Everybody must be able to blend themselves into a unity in difference to make harmony and peaceful life. The world keeps changing. Students can't stop with one final condition to get them stuck and believe in one thing. Receiving and adapting new ideas for never ending development.

d. Obedient

IDeA students must be vertically and horizontally obedient; God's rules and institutes' regulations. Students are invited to have full awareness that all processes they are required to do are to guide them into clear pathway to strengthen psychologically and intelligently. Regulations, assignments, policies and institutional behaviors are none of which to make students in trouble. Therefore, no advantages are resulted from avoiding and acting in contrast against what IDeA Indonesia requires.

In line with the statement above, Idea Indonesia always tried to develop the quality of the students in following the process. Indeed, it would create dynamic, opened and polite relationship among the members. Then the total students of hospitality program from 2015 – 2020 are 2.299 students.

**Table 3. Total The Students Of Hospitality Program**

| <b>TAHUN</b> | <b>TOTAL</b> |
|--------------|--------------|
| 2015         | 239          |
| 2016         | 257          |
| 2017         | 281          |
| 2018         | 472          |
| 2019         | 466          |
| 2020         | 548          |

Source : Archives from Education Manager of IDeA Indonesia in the academic year 2020/2021.

**Table 4. Total The Teacher Of IDeA Indonesia**

| <b>TEACHER</b>            | <b>TOTAL</b> |
|---------------------------|--------------|
| Teacher of IDeA Indonesia | 29           |
| Total                     | 29           |

Source : archives of IDeA Indonesia in the academic year of 2020/2021

### **B. Description of Data Analysis**

The data of this research was the information collected by doing qualitative research. There were some questions that used in this research. There were 10 questions that the researcher asked to the students that need answer orally. As well as, the purpose of this interview is to make sure about the result of observation and to get more data related to this research.

### **C. Description of Data Findings**

According to Creswell, the data of the writer were analyzed which has some steps. The data of qualitative research is different from quantitative. In the qualitative, the data is always in words. Numeric data is an option if available in the research. Meanwhile in quantitative, the data is always used number than words and the research required a statistic calculation. Based on the explanation above, the data from this research was in words form. The researcher used words to make conclusion of each item. Numeric data, if available was only as the additional. The writer only used numeric to count the percentage of each item.



In this case, the researcher used five categories of speaking to make it easy to be understood as follows: pronunciation, fluency, grammar, vocabulary and comprehension.

Furthermore, the interview result showed that some of them stated that they got problem that faced by the students in the students speaking ability. It means that, the students had problems which related to speaking.

### 1. Analysis

The researcher aimed to know the students speaking ability based on the students answer. There were 10 questions that the researcher asked to the students. The result of the conversation with students can be seen as follows:

#### a. Respondent 1:

- 1) **Question:** *Please introduce yourself to me.*  
**Answer:** *Thankyou for the chance you have given to me. My name is Gusti Ayu Nyoman Sri Hariyanti, you can call me Gusti. I am from Raman Utara Central Lampung.*
- 2) **Question:** *Why did you choose IdeA Indonesia?*  
**Answer:** *Because, I want to have a career in this field with my expertise, and I want to be part of this company.*
- 3) **Question:** *What are your activities in the dormitory?*  
**Answer:** *Activities in the dormitory prayer, study and recitation for the islamic.*
- 4) **Question:** *Is there activity at the night?*  
**Answer:** *In the evening there are additional classes.*
- 5) **Question:** *Is English important for your daily life? Why?*  
**Answer:** *English is very important in my life. Because, it can increase my knowledge, make it easier to communicate with other people, and make me confident.*
- 6) **Question:** *How much do you use English in daily life?*  
**Answer:** *For in everyday maybe only 55%.*
- 7) **Question:** *Is it obligatory for you to use English in daily activities?*  
**Answer:** *Yes, English is required to be used in daily activities.*
- 8) **Question:** *Is there punishment if you do not speaking English in daily life? What is that?*

**Answer:** *Of course there is, for the example squat jumps for girls and push up for boys.*

9) **Question:** *Please tell me the examples of your daily activities which require English.*

**Answer:** *Activities that use English are public speaking.*

10) **Question:** *In your opinion, how much your daily activities help to increase your speaking ability?*

**Answer:** *Because all activities always use English, so there is a 25% chance that i will improve my English skill.*

According to the interview result above, it can be seen that the student has a good English mastery. The student starts the conversation politely by appreciating the interviewer chance in giving the answer. Thus, the sentence used by students is properly composed and some of the vocabularies are included as advance vocabulary. However, there are some mistake in Grammar especially in subject Verb agreement.

In this speaking, the student got 18 of pronunciation because there are some mistakes in pronouncing some word. The next one is fluency, in this aspect the student got 20 because the student speak without thinking the vocabulary. The next aspect is grammar, the student got 15 beause still so many mistakes in it. The next aspect is vocabulary where the student has a good vocabulary mastery so that she got 20 and the last is comprehension, she got 20 in comprehending the topic.

b. Respondent 2:

1) **Question:** *Please introduce yourself to me.*

**Answer:** *Hallo everyone, my name is Kartini Wulandari. I am 20 years old. I was born in Sidoluhur 8 June 2000. I live with my grandma, her name is Suparmi and my grandpha his name is Kamis.*

- 2) **Question:** *Why did you choose IdeA Indonesia?*  
**Answer:** *Because, first I hear from my neighborhood if IdeA Indonesia is a great hospitality school and have thousands of alumni and also I see all that schools in IdeA Indonesia have a great career, can be aware of both people especially parents. Also there is a short training and we get signed by a notary.*
- 3) **Question:** *What are your activities in the dormitory?*  
**Answer:** *Learn about English like vocabulary, speech, even to speak English for everyday about department of hospitality, prayer on time, and other general lesson.*
- 4) **Question:** *Is there activity at the night?*  
**Answer:** *Yes there is, like a night class, prayer, reading the Al-Qur'an, last is sleep and take a rest.*
- 5) **Question:** *Is English important for your daily life? Why?*  
**Answer:** *Yes of course. Because I like English since Senior High School until now, although still very limited, but now after learn at IdeA Indonesia at least I can talk to other people.*
- 6) **Question:** *How much do you use English in daily life?*  
**Answer:** *Not to much, but I think enough, little by little, step by step I am learn.*
- 7) **Question:** *Is it obligatory for you to use English in daily activities?*  
**Answer:** *Alright, because the teacher or dormitory guide as always use English, so if we are not speaking English we get punishment.*
- 8) **Question:** *Is there punishment if you do not speaking English in daily life? What is that?*  
**Answer:** *Yes there is, if we are speak Bahasa in every word we should be pay five thousand, sometimes we are should be push up, jumping jacks, so if we are not understand the meaning, we are always say "Ter, what the meaning is...."*
- 9) **Question:** *Please tell me the examples of your daily activities which require English.*  
**Answer:** *Starting from morning praying subuh, after that we are read the Al-Qur'an, after that we are preparing ourself, breakfast, and praying dhuha, after that we get ready to go for study. At 12 o'clock we are break time, praying dzuhur and lunch, after that continuous to departement class, finished around 3 or 4 o'clock we praying ashar, break time, prepare to take a bath, after that we are class again, and after that we praying maghrib, isya, sleep.*
- 10) **Question:** *In your opinion, how much your daily activities help to increase your speaking ability?*  
**Answer:** *So many, because in our daily activity train ourself to get use speaking English, so when we are already work, we will get use to it.*

Based on the interview result from respondent 2 above, it can be seen that the student has a good English speaking. The students has done the interview well and full of information we can get from it. The students answer with complex sentence and long sentence. However, there are many mistakes in grammar use of student speaking. She is also a talkative students and easy to connect with the interviewer.

In this speaking, the student got score 16 of pronunciation because there are some mistakes in pronouncing some words. The next one is fluency, in this aspect the student got 20 because the student speak without thinking the vocabulary and good in finding the topic. The next aspect is grammar, the student got 14 because still so many mistakes in it. The next aspect is vocabulary where the student has a good vocabulary mastery so that she got 20 and the last is comprehension, she got 20 in comprehending the topic.

c. Respondent 3:

- 1) **Question:** *Please introduce yourself to me.*  
**Answer:** *Let me introduce myself, my name is Anis Munfarida you can call me Anis.*
- 2) **Question:** *Why did you choose IdeA Indonesia?*  
**Answer:** *I choose IdeA Indonesia because I know IdeA Indonesia one of the best hospitality at Lampung.*
- 3) **Question:** *What are your activities in the dormitory?*  
**Answer:** *In dormitory I can learning to be good hotelier.*
- 4) **Question:** *Is there activity at the night?*  
**Answer:** *Yes, sometimes we have English Class and more activity at the night.*
- 5) **Question:** *Is English important for your daily life? Why?*  
**Answer:** *In my opinion is very important. Because I will work at hospitality and always meet people with different Language. So I need english for can talk to him.*

- 6) **Question:** *How much do you use English in daily life?*  
**Answer:** *if in my house never, but when i live here in IdeA , i must speak English*
- 7) **Question:** *Is it obligatory for you to use English in daily activities?*  
**Answer:** *yes, in idea we must speak english*
- 8) **Question:** *Is there punishment if you do not speaking English in daily life? What is that?*  
**Answer:** *yes, we push up or pay money*
- 9) **Question:** *Please tell me the examples of your daily activities which require English.*  
**Answer:** *when i buy in canteen, speak to my friends.*
- 10) **Question:** *In your opinion, how much your daily activities help to increase your speaking ability?*  
**Answer:** *very much helping because i speak english everyday*

According to the interview result from respondent 3 above, it can be seen that the student has medium ability in speaking. Some of the vocabulary is really common. The sentence used by the student is not really long. It is just simple sentence because the student has the limited vocabulary. However, the student does her best in explaining the answer.

In this speaking, the student got score 17 of pronunciation because there are some mistakes in pronouncing some words. The next one is fluency, in this aspect the student got 18 because the student speaks without thinking the vocabulary and good in finding the topic. The next aspect is grammar, the student got 14 because still so many mistakes in it. The next aspect is vocabulary where the student has not really good vocabulary mastery so that she got 20 and the last is comprehension, she got 15 in comprehending the topic.

## d. Respondent 4:

- 1) **Question:** *Please introduce yourself to me.*  
**Answer:** *My name is Ketut Aprilia. call me April*
- 2) **Question:** *Why did you choose IdeA Indonesia?*  
**Answer:** *because my parents miss*
- 3) **Question:** *What are your activities in the dormitory?*  
**Answer:** *i learning everything about hotel and english*
- 4) **Question:** *Is there activity at the night?*  
**Answer:** *yes. There is class night.*
- 5) **Question:** *Is English important for your daily life? Why?*  
**Answer:** *yes. Because, i don't know*
- 6) **Question:** *How much do you use English in daily life?*  
**Answer:** *sometime*
- 7) **Question:** *Is it obligatory for you to use English in daily activities?*  
**Answer:** *yes*
- 8) **Question:** *Is there punishment if you do not speaking English in daily life? What is that?*  
**Answer:** *yes*
- 9) **Question:** *Please tell me the examples of your daily activities which require English.*  
**Answer:** *i don't know*
- 10) **Question:** *In your opinion, how much your daily activities help to increase your speaking ability?*  
**Answer:** *much help*

According to the interview result from respondent 4 above, it can be seen that the student has an enough English speaking. The student is really difficult to understand the topic and she answer the question by using simple sentence. She does not understand the question so that she does not answer some of the question

In this speaking, the student got score 10 of pronunciation because there are some mistakes in pronouncing some words. The next one is fluency, in this aspect the student got 7 because the student speak without thinking the vocabulary and good in finding the topic. The next aspect is grammar, the student got 10 because still so many mistakes in it. The next aspect is vocabulary where the student has a

good vocabulary mastery so that she got 5 and the last is comprehension, she got 10 in comprehending the topic.

e. Respondent 5:

- 1) **Question:** *Please introduce yourself to me.*  
**Answer :** *My complete name is Kusmiati Hasanah. you can call me Mia same as my family and my friends call me. My address is in Pekalongan but now i live in dormitory of IdeA Indonesia in Kauman.*
- 2) **Question:** *Why did you choose IdeA Indonesia?*  
**Answer :** *Because i know it from my senior that success to be hotelier.*
- 3) **Question:** *What are your activities in the dormitory?*  
**Answer :** *In dormitory, i learn English, and hospitality, knowing the vocabularies.*
- 4) **Question:** *Is there activity at the night?*  
**Answer :** *yes. There are night class. Speaking english and so many more. It is usually after pray isya*
- 5) **Question:** *Is English important for your daily life? Why?*  
**Answer :** *yes. By using english we can go around the world because english is international language that can be used everywhere in this world.*
- 6) **Question:** *How much do you use English in daily life?*  
**Answer :** *i often use it in daily conversation*
- 7) **Question:** *Is it obligatory for you to use English in daily activities?*  
**Answer :** *Yes, if we do not speak english, we get punishment*
- 8) **Question:** *Is there punishment if you do not speaking English in daily life? What is that?*  
**Answer :** *Yes. As i mention in the previous question,*
- 9) **Question:** *Please tell me the examples of your daily activities which require English.*
- 10) **Question:** *In your opinion, how much your daily activities help to increase your speaking ability?*  
**Answer :** *really really help me aspecially in dormitory*

Based on the interview result from respondent 5 above, it can be seen that the student has a medium English speaking. There are some mistakes in grammar and sentence construction, There are some of the sentence that there is no subject in it. However, the student

really masters the material and topic discussion although the answer is a simple sentence, but it is enough to answer the question.

In this speaking, the student got score 15 of pronunciation because there are some mistakes in pronouncing some words. The next one is fluency, in this aspect the student got 12 because the student speak without thinking the vocabulary and good in finding the topic. The next aspect is grammar, the student got 7 because still so many mistakes in it. The next aspect is vocabulary where the student has medium vocabulary mastery so that she got 15 and the last is comprehension, she got 20 in comprehending the topic.

f. Respondent 6:

1) **Question:** Please introduce yourself to me.

**Answer:** my name is Indah, my complete name is Nurhayati indah, my friends always call me Indah

2) **Question:** Why did you choose IdeA Indonesia?

**Answer:** its my precious chance to have a course here, because hospitality has a big chance to increase my career in international range, i want to have a job and experience in the same time

3) **Question:** What are your activities in the dormitory?

**Answer:** my daily activities are doing my work as student in Idea indonesia, reading the holy quran, training my english with and without the instructor and hanging out with my friends here. Sometimes i talk about future with my close friend here, it makes me alive and give me some vibes to get my dreams

4) **Question:** Is there activity at the night?

**Answer:** yes there is, after praying isya we gather in the mosque, take our own mushhaf and read surah almulk and alkahfi in every thursday night

5) **Question:** Is English important for your daily life? Why?

**Answer:** yes it is, as important as having a good job. To be an excellent hotelier, i should master english to communicate with my client and my friends



- 6) **Question:** *How much do you use English in daily life?*  
**Answer:** *as much as i speak bahasa, but now i am trying to speak more or in other hand i improve it well with my friends taught by my instructor*
- 7) **Question:** *Is it obligatory for you to use English in daily activities?*  
**Answer:** *yes it is. English is the main thing to be a good hotelier*
- 8) **Question:** *Is there punishment if you do not speaking English in daily life? What is that?*  
**Answer:** *yes there is, as student, i am punished when i do something wrong in dormitory, it comes from.my instructor and dormitory principles*
- 9) **Question:** *Please tell me the examples of your daily activities which require English.*  
**Answer:** *hi, how is it going?, every is gonna be okaya bro. do yo have a job today?, hmm, i am in charge at 01.00 pm, sure, just prepare your self to do it, see you, see you too*
- 10) **Question:** *In your opinion, how much your daily activities help to increase your speaking ability?*  
**Answer:** *its very important to study, bcause the best way to be a good student is mastering english well. The more the student maaters it, the more they will get a good position in their work*

According to the interview result from respondent 6 above, it can be seen that the student has a good English speaking. The students explain the answer by using really complex sentence. Its explanation is consisted of long sentence means that the student has good vocabulary and topic comprehension. Some statements used by student is really out of the box. She can cite the quotes to strengthen her statement.

In this speaking, the student got score 19 of pronunciation because there is little mistake in pronouncing some words. The next one is fluency, in this aspect the student got 20 because the student speaks without thinking the vocabulary and good in finding the topic. The next aspect is grammar,the student got 19 because she has complex tenses in it.. The next aspect is vocabulary where the student

has a good vocabulary mastery so that she got 20 and the last is comprehension, she got 20 in comprehending the topic.

g. Respondent 7:

- 1) **Question:** *Please introduce yourself to me.*  
**Answer:** *my name is Rara, my complete name is Tika Rara Yunita*
- 2) **Question:** *Why did you choose IdeA Indonesia?*  
**Answer:** *because idea is the best hospitality school*
- 3) **Question:** *What are your activities in the dormitory?*  
**Answer:** *my activities are reading quran, studying and sleeping at night*
- 4) **Question:** *Is there activity at the night?*  
**Answer:** *yes, it is reading quran*
- 5) **Question:** *Is English important for your daily life? Why?*  
**Answer:** *yes, because i need to speak english to the guesses*
- 6) **Question:** *How much do you use English in daily life?*  
**Answer:** *everyday with my instructor*
- 7) **Question:** *Is it obligatory for you to use English in daily activities?*  
**Answer:** *yes, to improve my skill*
- 8) **Question:** *Is there punishment if you do not speaking English in daily life? What is that?*  
**Answer:** *yes, my dormitory principle give me punishment*
- 9) **Question:** *Please tell me the examples of your daily activities which require English.*  
**Answer:** *hi, what are you doing now? i am reading book now*
- 10) **Question:** *In your opinion, how much your daily activities help to increase your speaking ability?*  
**Answer:** *i train my skill everyday to get good english*

Based on the interview result from respondent 7 above, it can be seen that the student has a medium English speaking. The sentence used by the student is super simple sentence, it is because the students has lack of vocabularies, so she needs to recall the words she wants to use. However, she can understand the question so that she can answer it although by using super simple answer.

In this speaking, the student got score 8 of pronunciation because there are some mistakes in pronouncing some words. The next

one is fluency, in this aspect the student got 7 because the student tries to recall the vocabulary and good in finding the topic. The next aspect is grammar, the student got 8 because still so many mistakes in it. The next aspect is vocabulary where the student has a medium vocabulary mastery so that she got 7 and the last is comprehension, she got 15 in comprehending the topic.

h. Respondent 8:

- 1) **Question:** *Please introduce yourself to me.*  
*Answer:* *my name is wahyudi saputra*
- 2) **Question:** *Why did you choose IdeA Indonesia?*  
*Answer:* *in my city no one student with rich, i want work in hotel*
- 3) **Question:** *What are your activities in the dormitory?*  
*Answer:* *i always reading book, play football and sleeping*
- 4) **Question:** *Is there activity at the night?*  
*Answer:* *activity is pray in mosque*
- 5) **Question:** *Is English important for your daily life? Why?*  
*Answer:* *to speak to english person*
- 6) **Question:** *How much do you use English in daily life?*  
*Answer:* *every day i studying english with my friend*
- 7) **Question:** *Is it obligatory for you to use English in daily activities?*  
*Answer:* *yes*
- 8) **Question:** *Is there punishment if you do not speaking English in daily life? What is that?*  
*Answer:* *yes, my teacher saying to me*
- 9) **Question:** *Please tell me the examples of your daily activities which require English.*  
*Answer:* *i study english every day*
- 10) **Question:** *In your opinion, how much your daily activities help to increase your speaking ability?*  
*Answer:* *english is important and good*

According to the interview result from respondent 8 above, it can be seen that the student has bad English speaking. The student does not explain the question and only answer it by using yes or no. It is because the student is difficult to speak with new person. The

sentence is literally simple sentence even such there is no explanation from the question.

In this speaking, the student got score 5 of pronunciation because there are some mistakes in pronouncing some words. The next one is fluency, in this aspect the student got 4 because the student does not want to speak to explain the answer and not good in finding the topic. The next aspect is grammar, the student got 5 because still so many mistakes in it. The next aspect is vocabulary he got 6 where the student has not good vocabulary mastery and the last is comprehension, he got 4 in comprehending the topic.

i. Respondent 9:

1. **Question:** Please introduce *yourself to me*.  
*Answer:* *my name is Muhammad Toif*
2. **Question:** *Why did you choose IdeA Indonesia?*  
*Answer:* *because i like Idea Indonesia and i want to can speak English*
3. **Question:** *What are your activities in the dormitory?*  
*Answer:* *i usually cleaning servis*
4. **Question:** *Is there activity at the night?*  
*Answer:* *study and sleep*
5. **Question:** *Is English important for your daily life? Why?*  
*Answer:* *yes , because i want to can speak English*
6. **Question:** *How much do you use English in daily life?*  
*Answer:* *every day*
7. **Question:** *Is it obligatory for you to use English in daily activities?*  
*Answer:* *yess*
8. **Question:** *Is there punishment if you do not speaking English in daily life? What is that?*  
*Answer:* *yes , push up and give money much*
9. **Question:** *Please tell me the examples of your daily activities which require English.*  
*Answer:* *speech*
10. **Question:** *In your opinion, how much your daily activities help to increase your speaking ability?*  
*Answer:* *very very much*

Based on the interview result from respondent 9 above, it can be seen that the student has a good confidence in English speaking. Although he only speaks with super simple sentence, he tries to explain the answer as best as possible. There are some mistakes in composing the sentence such as not find subject and verb. The sentence also has the mistake in Subject Verb Agreement.

In this speaking, the student got score 16 of pronunciation because there are some mistakes in pronouncing some words. The next one is fluency, in this aspect the student got 16 because the student speak without thinking the vocabulary and good in finding the topic. The next aspect is grammar, the student got 10 because still so many mistakes in it. The next aspect is vocabulary where the student has a good vocabulary mastery so that she got 8 and the last is comprehension, she got 16 in comprehending the topic.

j. Respondent 10:

- 1) **Question:** *Please introduce yourself to me.*  
**Answer:** *My name is Sabarudin Brianto*
- 2) **Question:** *Why did you choose IdeA Indonesia?*  
**Answer:** *Because I'll reach my dream to work in hotel. So I think idea Indonesia is the best choice*
- 3) **Question:** *What are your activities in the dormitory?*  
**Answer:** *Studying, praying, and cleaning.*
- 4) **Question:** *Is there activity at the night?*  
**Answer:** *Yes, there is English class at night*
- 5) **Question:** *Is English important for your daily life? Why?*  
**Answer:** *Of course, because we use English in dormitory*
- 6) **Question:** *How much do you use English in daily life?*  
**Answer:** *80%*
- 7) **Question:** *Is it obligatory for you to use English in daily activities?*  
**Answer:** *Yes, it's obligation to speak English*

8) **Question:** *Is there punishment if you do not speaking English in daily life? What is that?*

**Answer:** *Yes, we get punished by cleaning our dormitory or cleaning the class. We also pay the fine if we are not speaking English*

9) **Question:** *Please tell me the examples of your daily activities which require English.*

**Answer:** *For example we talk to our friends, talk to all people in the dormitory, we must use English*

10) **Question:** *In your opinion, how much your daily activities help to increase your speaking ability?*

**Answer:** *100% because in our daily activities we speak English*

Based on the interview result from the last respondent, it can be seen that the student has a good English speaking. The student has good grammar because he uses a lot of passive voice although there are some mistake but it does not matter as long as the student can understand and answer the question well. However, the student explains the order of activity in a good way and it represents what he got in dormitory.

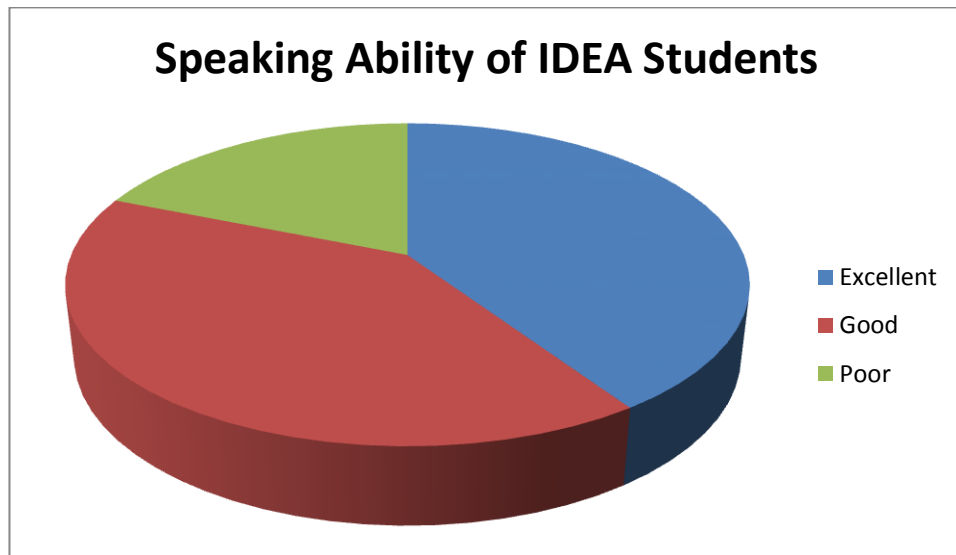
In this speaking, the student got score 16 of pronunciation because there are some mistakes in pronouncing some words. The next one is fluency, in this aspect the student got 18 because the student speak without thinking the vocabulary and good in finding the topic. The next aspect is grammar, the student got 19 because still so many good grammar in the sentences. The next aspect is vocabulary where the student has a good enough vocabulary mastery so that he got 16 and the last is comprehension, he got 19 in comprehending the topic.

## 2. Interpretation

According to the analysis above, there are 10 respondent that has been analyzed by the researcher. Each of respondent has different dominant aspect in English mastery . The total score of students speaking can be seen in the table below :

| No | Name              | Aspect        |         |         |            |               | Total | Category  |
|----|-------------------|---------------|---------|---------|------------|---------------|-------|-----------|
|    |                   | Pronunciation | Fluency | Grammar | Vocabulary | Comprehension |       |           |
| 1  | Gusti Ayu Nyoman  | 18            | 20      | 15      | 20         | 20            | 93    | Excellent |
| 2  | Kartini Wulandari | 16            | 20      | 14      | 20         | 20            | 90    | Excellent |
| 3  | Anis Munfarida    | 17            | 18      | 14      | 20         | 15            | 84    | Good      |
| 4  | Ketut aprilia     | 10            | 7       | 10      | 5          | 10            | 42    | Poor      |
| 5  | Kusmiati hasanah  | 15            | 12      | 7       | 15         | 10            | 59    | Good      |
| 6  | Nurhayati Indah   | 19            | 20      | 19      | 20         | 20            | 98    | Excellent |
| 7  | Tika Rara Yunita  | 8             | 7       | 8       | 7          | 15            | 45    | Poor      |
| 8. | Wahyudi Saputra   | 5             | 4       | 5       | 6          | 4             | 24    | Poor      |
| 9  | Muhammad Toif     | 16            | 16      | 19      | 8          | 16            | 66    | Good      |
| 10 | Sabarudin         | 16            | 18      | 19      | 16         | 19            | 88    | Poor      |

Based on the score above, It can be seen that the speaking ability of the students are different. Each of the students has the dominant ability in speaking. The category of speaking ability can be seen in chart below



Based on the data above, we can know the ability of each students from 10 respondent that has been interviewed by the researcher. There are 30% students who are excellent in speaking especially in aspect pronunciation, fluency, vocabulary, grammar and comprehension. Meanwhile there are 30% students who have good ability in english speaking, this category means that the students have medium ability in aspect pronunciation, fluency, vocabulary, grammar and comprehension. The most students are poor in English with the total percentage 40%, it shows that the students are lack of vocabulary, do not fluent in speaking, do not courage to pronounce, have lack of grammar and difficult to comprehend the topic.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the data analysis in chapter IV the researcher concluded that:

1. The students' problem in mastering speaking ability were the students are lack vocabulary, they were confused to pronounce the word in English, do not fluent in speaking, have lack of grammar and difficult to comprehend the topic. Furthermore, the students not habit to practice English speaking and usually used their mother tongue.
2. The cause students speaking ability referring to aim of the daily activity, it can be conclude that the students had psycholological factors such as unconfident, anxiety, fear of mistake, shyness, and lack of motivation that hinder them from practicing their speaking in English. The factor, like fear of making mistakes, were commonly caused by their fear of being laughed by their friends.
3. There are three categories of speaking ability from 10 respondents that has been interviewed. There are 30% students who are excellent in speaking ability, 30% students who have good ability in speaking English, and 40% students are poor in English.

## **B. Suggestions**

Through this research, the researcher would like suggestively offer some points for:

1. The institution and the scientific writers :
  - a. To follow up this research, the institution should organize some programs to improve the writers' understanding about English.
  - b. There is correction before publishing all blog to minimize the problem for the visitor.
  - c. The students who are going to write the blog had better to know more about the way of writing a good written in English.
2. For the researcher
  - a. The researcher should enhance her knowledge to support her research.
3. For the students
  - a. The students should improve their vocabulary, pronunciation and meaning by using dictionary that can be easily used in their speaking activity.
  - b. The student should speak English in daily activity.  
  
The students should build their confidence to practice speaking.

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# APPENDIX



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0985/In.28.1/J/TL.00/03/2018  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
MANAGING DIRECTOR IDEA INDONESIA METRO LAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **SETYA ROHMA SYAHBANI**  
NPM : 14122147  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE ANALYSIS OF EMP STUDENTS DAILY HABBIT TOWARDS  
SPEAKING ABILITY IN IDEA INDONESIA METRO LAMPUNG  
ACADEMIC YEAR 2018/2019

untuk melakukan *pra-survey* di IDEA INDONESIA METRO LAMPUNG.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 19 Maret 2018  
Ketua Jurusan  
Tarbiyah dan Ilmu Keguruan  
**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

**SURAT BALASAN**  
02010060/SA/IDeA/II/2021

Kepada Yth.

Ketua Jurusan Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd

Dengan Hormat,

Yang bertanda tangan dibawah ini:

Nama : TRI WAHYUNINGSIH

Jabatan : MANAGER

Menerangkan bahwa:

Nama : SETYA ROHMA SYAHBANI

NPM : 14122147

Telah kami setuju untuk melakukan penelitian pada Perusahaan kami sebagai syarat penyusunan skripsi dengan judul:

**“AN ANALYSIS OF THE HOSPITALITY PROGRAM ON THE STUDENTS SPEAKING ABILITY IN IDeA INDONESIA METRO LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020”**

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terima kasih.

Lampung, 04 Februari 2020  
Hormat kami



**TRI WAHYUNINGSIH**  
SAS Manager



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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Nomor : 0668/In.28.1/J/TL.00/03/2021

Lampiran : -

Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Umi Yawisah (Pembimbing 1)  
Trisna Dinillah Harya (Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **SETYA ROHMA SYAHBANI**  
NPM : 14122147  
Semester : 14 (Empat Belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : **AN ANALYSIS OF THE STUDENTS SPEAKING ABILITY ON THE HOSPITALITY PROGRAM IN IDEA INDONESIA METRO LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021.**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Maret 2021  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
**Ahmad, Sirhan Roza, M.Pd.**  
NIP. 197506102008011014



## PERMOHONAN SURAT IZIN RESEARCH

---

Kepada Yth.,  
Dekan Fakultas  
di-  
IAIN Metro

*Assalamu'alaikum Wr. Wb.*

Saya yang bertanda tangan di bawah ini:

Nama : SETYA ROHMA SYAHBANI  
NPM : 14122147  
Fakultas : Tarbiyah  
Jurusan : Pendidikan Bahasa Inggris (PBI)  
Semester : 14 (Empat Belas)  
IPK Sementara : **3,47** ( *Tiga Koma Empat Tujuh* )  
Alamat Tempat Tinggal : Sumber Rejo, Kecamatan Kota Gajah Kabupaten Lampung Tengah  
HP. 081278913366

Dengan ini mengajukan permohonan Surat Izin Research dalam rangka menyelesaikan Tugas Akhir/Skripsi.  
Judul dan Tempat Research sebagai berikut:

Judul Tugas Akhir/Skripsi : AN ANALYSIS OF THE HOSPITALITY PROGRAM ON THE  
STUDENTS SPEAKING ABILITY IN IDEA INDONESIA METRO  
LAMPUNG IN THE ACADEMIC YEAR OF 2020 / 2021  
Tempat Research : IDEA INDONESIA METRO LAMPUNG

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Asli Kartu Rencana Studi (KRS) terbaru (memprogram Tugas Akhir/Skripsi)
2. Fotokopi Pengesahan Proposal
3. Fotokopi Surat Bimbingan Skripsi yang dikeluarkan Jurusan
4. Fotokopi Kartu Konsultasi Bimbingan Skripsi Acc BAB I-III (untuk S1), Acc Outline (untuk D3)

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

*Wassalamu'alaikum. Wr. Wb.*

Metro, 15 Maret 2021  
Pendaftar,



**SETYA ROHMA SYAHBANI**  
NPM 14122147





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INSTITUT AGAMA ISLAM NEGERI METRO  
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Nomor : B-0833/In.28/D.1/TL.00/03/2021  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
MANAGING DIRECTOR IDEA  
INDONESIA METRO LAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0811/In.28/D.1/TL.01/03/2021,  
tanggal 29 Maret 2021 atas nama saudara:

Nama : **SETYA ROHMA SYAHBANI**  
NPM : 14122147  
Semester : 14 (Empat Belas)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IDEA INDONESIA METRO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE HOSPITALITY PROGRAM ON THE STUDENTS SPEAKING ABILITY IN IDEA INDONESIA METRO LAMPUNG IN THE ACADEMIC YEAR OF 2020 / 2021".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 29 Maret 2021  
Wakil Dekan I,

*Isti Fatonah*  
Dra. Isti Fatonah MA

NIP 19670531 199303 2 003

Metro, 13 April 2021

Nomor : 412/AG/SB/HCD/IIA/IV/2021  
Lampiran : -  
Perihal : **Surat Balasan Izin Penelitian**

Kepada Yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
di-  
Kota Metro

Dengan hormat,

Yang bertandatangan dibawah ini:

Nama : Janet Mayda S. Putri  
Jabatan : HRD

Menerangkan bahwa,

Nama : Setya Rohma Syahbani  
NPM : 14122147  
Jurusan : Pendidikan Bahasa Inggris

Telah kami setuju untuk melakukan penelitian pada perusahaan kami sebagai syarat penyusunan skripsi dengan judul:

**“An Analysis Of The Hospitality Program On Students Speaking Ability In IDeA Indonesia Metro Lampung In Academic Year of 2021/2021”**

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami mengucapkan terima kasih.

Hormat kami,



**IDeA Indonesia**  
International Development Academy

Janet Mayda S. Putri  
HRD



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**INSTITUT AGAMA ISLAM NEGERI METRO**  
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**SURAT TUGAS**

Nomor: B-0811/In.28/D.1/TL.01/03/2021

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:


Nama : SETYA ROHMA SYAHBANI  
NPM : 14122147  
Semester : 14 (Empat Belas)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IDEA INDONESIA METRO LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE HOSPITALITY PROGRAM ON THE STUDENTS SPEAKING ABILITY IN IDEA INDONESIA METRO LAMPUNG IN THE ACADEMIC YEAR OF 2020 / 2021".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 29 Maret 2021

Mengetahui,  
Pejabat Setempat

  
Danar Mayda Sifa

Wakil Dekan I,

  
  
Dra. Isti Fatonah MA  
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Setya Rohma Syahbani  
NPM : 14122147

Jurusan : TBI  
Semester : IX

| No | Hari/ Tanggal         | Pembimbing |    | Materi yang dikonsultasikan                  | Tanda Tangan Mahasiswa |
|----|-----------------------|------------|----|--|------------------------|
|    |                       | I          | II |  |                        |
|    | Selasa,<br>13/11 - 18 |            | ✓  | Elaborate more<br>Data Analysis<br>Technique |                        |
|    | Selasa,<br>27/11 - 18 |            | ✓  | Elaborate steps of<br>case study             |                        |
|    | Rabu 6/3-19           |            | ✓  | Review grammar                               |                        |
|    | 27/3 - 19             |            | ✓  | Acc ch-III<br>continue to 1st Adviser        |                        |

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Setya Rohma Syahbani  
NPM : 14122147

Jurusan : TBI  
Semester : 13/2020

| No | Hari/Tanggal  | Pembimbing |    | Materi yang dikonsultasikan  | Tanda Tangan Mahasiswa |
|----|---------------|------------|----|--|------------------------|
|    |               | I          | II |  |                        |
| 1. | May 12, 2020  | ✓          |    | - write based on the English grammatical rules !<br>- delete → lumbutan (p.4.) |                        |
| 2. | June 10, 2020 | ✓          |    | - Revise focus of the study  |                        |
| 3. | August 11, 20 | ✓          |    | - revision is OK<br>- Acc for seminar  |                        |

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**IAIN METRO**

Nama : Setya Rohma Syahbani  
NPM : 14122147

Jurusan : TBI  
Semester : XIV

| No | Hari/Tanggal       | Pembimbing |    | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------------|------------|----|-----------------------------|------------------------|
|    |                    | I          | II |                             |                        |
| 1  | Kamis<br>8/4-2021  |            | ✓  | Revise all table.           | TJL                    |
|    | Kamis<br>22/4-2021 |            | ✓  | Ma kungon<br>de I aduwo     | TJL                    |

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

ke Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd.**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Setya Rohma Syahbani  
NPM : 14122147

Jurusan : TBI  
Semester : XIV

| No | Hari/Tanggal       | Pembimbing |    | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------------|------------|----|-----------------------------|------------------------|
|    |                    | I          | II |                             |                        |
| 1. | Jumat 23/1/21<br>4 | ✓          |    | ACC for Munagasyah          |                        |

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

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## Questions

1. Please introduce yourself to me.
2. Why did you choose IdeA Indonesia?
3. What are your activities in the dormitory?
4. Is there activity at the night?
5. Is English important for your daily life? Why?
6. How much do you use English in daily life?
7. Is it obligatory for you to use English in daily activities?
8. Is there punishment if you don't speak English in daily life?
9. Please tell me the examples of your daily activities which require English.
10. In your opinion, how much your daily activities help to increase your speaking ability?

## **CURRICULUM VITAE**



The name of the writer is Setya Rohma Syahbani. The writer was born in Negeri Ujung Karang, North Lampung on May 16<sup>th</sup> 1996. She is the second child of happy couple, Mr Herry Safry and Mrs Siti Malikatun. She has three siblings which are one sister and two brothers.

She was enrolled her study in Lampung, at SDN Karang Sari of North Lampung in 2003 and graduated in 2008. She continued her study at SMP N 4 Terbanggi Besar of Central Lampung in 2008 and graduated in 2011. She continued her study at SMA N 1 Seputih Agung of Central Lampung in 2011 and graduated in 2014. In the same year of 2014, she was resgitered as S-1 student of English Education Department of State Institute for Islamic Studies of Metro.