PROBLEMS FACED BY MANAGEMENT BUSINESS HOSPITALITY STUDENTS IN SPEAKING ENGLISH AND THEIR STRATEGIES TO IMPROVE THEM

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Abstract
This study aims to analyse management business and hospitality students’ difficulties in speaking and their strategies to improve them. This study was qualitative research using descriptive qualitative analysis. There were 10 students used as respondents. They were interviewed regarding their difficulties encountered in speaking English and their tactics to solve the problems. The research showed that there some difficulties faced by students such as lack of confidence, pronunciation, vocabularies, and grammar. However, they also implement some strategies to enhance their speaking skill such as memorize vocabularies, watch video in English, listen English song, read article in twitter, practice speaking in front of mirror, watch youtube, tiktok, learn from people who are smarter from them and use application such as hilokal to interact with people from other countries. It is recommended that the emphasis of teaching and learning in speaking should focus more on how to build the students’ self confidence so that they will have the confidence to interact with their friends and teachers.

Keywords: Speaking, grammar, pronunciation, vocabularies, confidence.

INTRODUCTION

One of the subjects in management business and hospitality program is English. English is an important subject because students will use it in supporting their job in hospitality industry. As students of tourism college, it is required that they are able to speak English fluently and accurately. So that they can deliver the message and respond to the guest easily and effortlessly. This skill is significant in the workplace because they will meet many foreigners who speak English using different accent which often make English is difficult to understand.

People speak English for different purposes, such as to express idea, show someone’s feeling, responds someone’s request, make clarification of certain things etc. Harmer (2007: 343) claims that speaking is a multifaceted skill involving the simultaneous usage of a number of various abilities.

Speaking is a productive skill that can be directly and empirically observed, and it can be defined as an interactive process of construct meaning that involves producing, receiving, and processing information (Brown, 2001). The form and meaning are reliant on the context in which it appears, the partakers and the objectives of speaking (Burns & Joyce, 1997 in Torky, 2006)
Operationally, speaking is defined as pupils’ ability at secondary stage to express themselves orally, fluently, coherently, and appropriately in each eloquent context to assist both transactional and interactional purpose using proper pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words, it is essential to students to master the following skills:

1. Linguistic competence
   - Using intelligible pronunciation.
   - Following grammatical rules accurately.
   - Using relevant, adequate, and appropriate range of vocabulary.

2. Discourse competence
   - Structuring discourse coherently and cohesively
   - Managing conversation and interacting effectively to keep the conversation going.

3. Pragmatic competence
   - Expressing a range of functions effectively and appropriately according to the context and register.
   - Fluency: This means speaking fluently demonstrating a reasonable rate of speech.

Brown and Yule (1991) stated that there are three functions of speaking. They are talks as interaction, talk as transaction, and talk as performance. Each of these speech activities is quite different in term of form and function and involves various teaching methodologies.

1. Talk as Interaction
   Speaking as interaction refers to the interaction which serves a primarily social function. For example, when people meet, they swap greetings, take part in small talk and chit chat, recount recent experiences because they want to be friendly and establish a comfortable zone of interaction with others. The emphasis is more on the speaker and how they wish to represent themselves to each other.

2. Talk as Performance
   Speaking as performance refers to public speaking; it is talk which conveys information before and audience such as public announcements and speeches. Speaking as performance tend to be in form of monolog rather than dialogue, frequently adhere to a perceptible format and it is closer to written language than conversational language.

3. Speaking as Transaction
   Speaking as transaction refers to situation where the attention is on the message about what is said or accomplished to make people understood clearly and precisely.

Penny Ur (1996:121) mentioned four problems of students in getting speaking activities in the classroom, such as

a. Inhibition. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother-tongue use. In classes where all, or several, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak one another in foreign language, and because they feel less “exposed” if they are speaking their mother tongue. Based on the observation on management business and hospitality students, it was found that students were still facing some difficulties in speaking. The purpose of this study was to reveal students’ difficulties in speaking English and
the strategies applied by students to solve the problem.

RESEARCH METHOD
The research was conducted in Faculty of Tourism, Triatma Mulya University. This research used qualitative approach. The nature of qualitative approach is focuses on reports of experience or on data which cannot be adequately expressed numerically (Hancock, et al: 2009). The data was analyzed using descriptive qualitative method. The students involved in this research were 10 students Major in Management Business and Hospitality. They were interviewed related to the problems they faced in speaking and the strategies applied to overcome those difficulties.

RESULT AND DISCUSSION
Based on the interview, most of the students have been learning English since elementary school. In addition to this, some of them have completed some courses in certain level. However, they are still facing difficulties in Speaking English. The difficulties can be described as follows:

1. Difficulties faced by students in speaking English.
   a. Self confidence
   Students feel that they lack confidence and afraid to make mistakes. For instance, when they are asked to speak in front of the class for presentation, they feel nervous and confused because afraid to make mistakes and of course this effect their confidence. This is also stated by Amy (2010:1 that one of the people’s greatest fears is performing speaking in front of public. They feel nervous and anxiety when they have the opportunity to speak in front of many people, although they like to speak a lot. One of the students also said that unprofessional teacher also made them had negative belief about English which make them believe that English is difficult and not fun at all. Strengthening self-confidence should be the first step a good quality language teacher ensures to the learners. They should be able to recognize each learner’s challenges. This is a matter of creating a way of thinking and a pleasant ambiance in the classroom that speaking is a fun activity and easy. Teachers should be able to encourage the students that in speaking, anxieties are normal and happens to everyone. This is successful especially to those who are new to language learning (Swary: 2014). In addition to this, the way people correct them also effect their low self-esteem. When they are listening to song and pronounce the word wrongly, one of his/her sister corrects her and it discourages them to learn English.

   b. Grammar
   Their ability to arrange sentence in correct order and determine the tense of their sentence were also hinder students speaking performance. Some of the grammar mistakes are
   - Use of to be, example she is go to market
     In this sentence, students are still confused when to use to be and verb. The correct sentence is “she goes to market”. 

- Confuse when to use present of past verb. Example, yesterday, she go to work
  In this sentence the correct form is “she went to work yesterday”.

- Still confuse when to use don’t and doesn’t. Example, I doesn’t go there
  In this sentence the word doesn’t should be changed with don’t.

- Sentence structure. Example, I can see it clear
  In this sentence, the word clear should be replaced by the word clearly because clearly is adverb which modifies the verb see.

- Differentiate-ed adjective and gerund. Example, I am boring in the class. She likes read
  The correct sentence is “I am bored in the class”. The next sentence would be “she likes reading”.

c. Vocabulary
   There are still many students who still have problems using English words. They tend to replace them with Indonesian. This of course hinders their fluency in speaking. It is often found that some students who in fact already speak quite well often replace certain words with Indonesian. They are more likely to use Indonesian words rather than replacing them with other words that have almost the same meaning. In addition, the limited number of words they have also influence their speaking fluency. Moreover, they seldom use English in their life which makes them don’t have many opportunities to practice their speaking.

d. Pronunciation
   There are some difficulties students face in pronunciation such as pronouncing the words Knife, vegetable, knowledge words ended with -ed, such as shredded, crowded and s/es such as watches, kisses, loves, and the word “ actually”.

2. Students’ strategies applied by students to improve their speaking ability such as:

a. Memorize vocabularies and practice in a conversation
   The students did this by writing the vocabulary in a piece of paper and practice using them in a conversation with their friends or with their family.

b. Watching movie in English
   Students like to watch their favorite movie. While watching movie, they used subtitle in Indonesia. After they feel they can understand the meaning, they don’t use subtitle and can improve their comprehension in listening.

c. Listen to English song
   First, they choose their favorite song. After that they listen several times until they know how to pronounce the words correctly. After that they will sing it. They do several times until they can memorize the lyrics and practice it daily.

d. Practice speaking in front of mirror and with their family.
   The students feel more confident if they practice in front of mirror because they can see their expression and learn from their mistakes immediately.
Using application such as hilokal to practice speaking and listening. One of the students used this application to learn English. This application provides Drop-in audio to learn speaking directly. In this application, user can meet people from around the world such as Korea, Japan, China, England, etc.

f. Learning English from youtube. There many English lessons provided in youtube. Some students prefer to watch video on youtube to practice their English. Besides that, students also learn English by watching their favourite video in English which most of them can be found in youtube.

g. Read article and stories in English. To some students, they prefer reading article or stories in English. They like to read some articles related to football, boxing and MMA. Some students read short stories in English and try to highlight some difficult vocabularies and some of them don’t highlight them and just keep reading as long as they can understand the story.

h. Learn from friend who are smarter than them. Some students prefer to learn from students who are smarter than them. They feel that they can understand better. They feel more comfortable if they study with their friends, especially if they are close friend.

CONCLUSION

Speaking is essential skills that should be mastered by students of tourism students. However, they still face several obstacles such as pronunciation, vocabulary, grammar, and confidence which seldom hinder their speaking ability. Interestingly, confidence was their major difficulties. If they cannot pronounce the word correctly, they often feel shy which cause lack of confidence in their speaking. This is also happened when they don’t make correct sentence structure or have sufficient word to express their idea. However, they have the effort to apply some strategies to improve them such as memorize vocabularies, watch video in English, listen English song, read article in twitter, practice speaking in front of mirror, watch youtube, tiktok, learn from people who are smarter from them and use application such as hilokal to interact with people from other countries.

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