



ENGLISH SKILL IMPROVEMENT AT GRADE 11 OF HOSPYTALITY MAJOR AT SMK TUNAS MUDA BERKARYA BATAM

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Abstract: This activity is carried out to improve knowledge and skills in English for grade 11 SMK Tunas Muda Berkarya Batam, the department of Hospitality. Students were given material about speaking development, vocabulary field, correct pronunciation and tenses usage. The activity was carried out for four meetings. The methods of developing the skills of participants that were applied consisted of methods of discussion, presentation, conversation, group in pairs, describing pictures and practicing roles as a staff and a guest. The result of this training is the participant's ability can be measured from the observations of 65% and the results after the training increased to 90% there were improvements in participants' knowledge and skills in speaking, vocabulary, pronunciation and use of grammar.

INTRODUCTION

SMK Tunas Muda Berkarya is an innovative vocational high school that improved continuously. Human Resources in accordance with the needs of industry and society. Having competency-based learning quality and professionalism through education and training and prioritizing having great character in education development

The vision of the school is to create a quality vocational high school in technology and professionalism accompanied by excellence characters

One of the majors at SMK Tunas Muda Berkarya Batam is the Hospitality Accommodation department. There are 24 students majoring in hospitality accommodation in class XI. Based on observations, they had motivation to learn English but had weakness in stringing words in speaking or writing. There were found weaknesses in vocabulary mastery, lack of word pronunciation and grammar mastery. Every student had advantages and disadvantages. There were some students who are still unable to introduce themselves fluently, they had not mastered the present simple, present perfect and past simple. Weaknesses in the use of prepositions, polite expressions, word placement and the function of the words used.

Problem faced

The problems faced by the students included problems in speaking, weakness in vocabulary, pronunciation and grammar. This weaknesses were found when they were



asked in pairs to choose and explain a topic related to daily activities and some works that are known about activities in a hotel. They need quite a long time in preparing the material what they were talking about. Supposedly, this activity could be done instantly in the form of questions and answers to friends. They needed to take notes as a preparation and the notes to help them when they had turn to speak. In addition, the text that had been made by some students were asked to bring notes in the front of the class to be read while presenting a topic choosen. They still had not mastered what they wrote. This situation shows that there are weaknesses that are faced by students majoring in hospitality at SMK Class XI Tunas Muda Berkarya Batam

In speaking problems, participants spoke English often took a pause because they wanted to think about what to say. While talking, participants stopped for a moment to ask a friend who was beside them and after receiving correction from the others, participants continued the conversation in English.

The weakness of vocabulary, some participants who speak English have to add Indonesian words in one sentence while speaking. to continue the conversation because of the limited English vocabulary

The weakness of pronunciation, some participants have weaknesses in pronouncing the simple words, for example when to say the word "guest" is read as /gues/, the word should be read as /gest/, Walter, Elizabeth (2008)

Weaknesses in grammar, some participants are still not fully able to arrange words into good and correct sentences, for example the use of "have / has" in the sentence, they wrote, "he have a bag" the correct is, it is should not use 'have' after the subject 'he' but using 'has' which is "he has a bag" besides that, participants also have weaknesses in using verbs in the past tense, for example the verb "leave" which has the past tense "left"

Problem solution

Solutions to problems faced by class XI SMK Tunas Muda Berkarya Batam in English are The solution to the speaking problem, Solution to the weakness of vocabulary mastery, Solution to the weakness of pronunciation and Solution to the weakness of grammar usage

The solution to the speaking problem

Each participant play an active role in conversations using English during the training. Participants learned how to introduce themselves and introduce friends. Participants use greetings in English, describe activities in several pictures, using expressions in formal conversations and complete some conversations through questions in texts

Solution to the weakness of vocabulary mastery

Participants learn word classifications. Participants learn word classes in a sentence, for example, "I meet you in hotel" the word 'I' is a subject pronoun, 'meet' is a verb, the word 'in' is a preposition and 'hotel' is a noun. Participants determine the word class according to the class.

Participants learn vocabulary development called as the method of lexical field'. Participants are given a familiar word such as the word 'market' then look for words related to the word of 'market' such as, goods, seller, bargain, discount, buy and pay. Lexical field are words that have these kind of thematic relationships (Thornbury, S., 2004:10)

Pronunciation weakness solution

Participants are trained with a number of familiar words, such as adjectives, nouns and



verbs. Participants practice pronouncing correctly. In addition, participants say words in a loud voice and clear enough to be heard in whole friends in the class. Good ways to help students related to difficulties in pronunciation. Minimal pairs used to show the phonetic principle in action: changing just one sound leads leads to a change in meaning (Thornbury, S., 2000:18)

solution for the lack of grammar

Participants learned the present simple, present continuous, present perfect and past simple tenses and the use of 'have/has', the use of polite expressions in English. who are still not fully able to arrange words into good and correct sentences, for example the use of "have/has" in the sentence, "he has a bag" it should not use 'have' after the subject 'he' but using 'has', namely "he has a bag." Using have and has in singular and pularal subjects: I, you, we, and they are followed by have and she, he and it are followed by has (Azar, Betty. S., 1996:26). Besides that, participants also had weaknesses in using verbs in the past tense, for example the verb "leave" which has the past form "left."

Target

In this community service activities, the target is carried out at the SMK Tunas Muda Berkarya Batam are as below

- a. Participants have been able to speak with simple topics, such as conversations between the receptionist and guests when to check in and check out . Participants can ask questions and provide information about hotel room and facilities at the hotel
- b. Participants can develop vocabulary through the aplication of vocabulary field method, which was given a simple word, after participants take an active role in finding words as many as posible they find or the words related to the main word
- c. Participants can pronounce words well. Participants asked questions about, likes and dislikes and jobs
- d. Participants learn the different verbs usage based on the time and activity done. Participants learn tenses related to ongoing activities, expression for daily activities, telling some activities that have just been carried out or activities that were carried out the day before in order to be able to apply the past form of a verb. In addition, participants learn about prepositions to indicate the location of an object or the presence of a person

METHODS

1. Method

The method applied in English language training at the hospitality department of SMK Tunas Muda Berkarya Batam is the use of polite expressions, the use of verbs according to the time of use and the introduction of the vocabulary field method.

Around 24 participants took part in each practice in discussions, talk in a pair and having conversations in front of class

2. Implementation

To solve the participants' weaknesses in English are explained below

1. Lack of speaking solution technique

Practice greetings (greetings); participants were given material and they were taught about the use of greetings in English such as the use of greetings in the morning, afternoon, evening and farewell. This activities focus practices



- a. Participants introduce themselves to their friends in class about using English, O'Hara, Francis (2009:7) and the introduction guide can be seen in the material and practice directly with oral guidance by the trainer
 - b. Participants were given material about hotel reservation through telephone. One acts as a reservation staff and one acts as a guest from another country. Participants can also determine the name of the hotel where they work. In addition, participants were given chance to think and imagine to name their own hotel. Next, the two participants came forward in front of the class to carry out the practice of making reservations at a hotel where they work or at the hotel of their own
 - c. Participants make a group of conversation using a material as a hotel guest and one acting as a receptionist, Wigati, Ema & Erfiana (2021:2). Each participant starts the conversation according to their respective roles. one role as a receptionist greets and responds to a guest, then hotel guests submit several questions related to room availability, room rates, facilities and breakfast
 - d. Participants were given material as a bellboy and hotel guests. The role as a bellboy will assist the guest in the hotel and the role of a guest calls the bellboy to help carry the luggage to the hotel guest room. During the practices, participants are required to use good and polite English expressions, such as the use of polite expression; "may I help you, Msr.? could I assist you sir?" Participants take turns pair up and practice in front of the class
 - e. Participants were given material as waiters and hotel guests. Each participant acts as a waiter and a hotel guest. Both participants carried out their respective roles. In practice, the waiter greets and asks about drinks and food. The waiter gave the menu and explained which drinks and food were the most delicious they serve. Next, participants who played role as guests who were sitting in a restaurant asked about food and drinks that were suitable for lunch and ordered some drinks before eating
2. Vocabulary problem technique
- a. The techniques applied to provide solutions to vocabulary weaknesses are as follows
 - b. Participants were given material about word classification. Participants mention some words and other participants take turns too. The word classes were mentioned orally. Participants are given the material on the whiteboard in the form of sentences and determine the word classes according to the sentences written on the whiteboard. Next, participants are given a text to analyze the word classes from the given text
 - c. Participants were given material about the word field. The coach says a few words, such as the word "hotel". From the word of 'hotel', participants mentioned words related to hotels such as (receptionist, room, restaurant, bellboy, security, reservation). Next, the trainer gives a few words; market, restaurant, park, school and class. In practices, students are divided into two large groups and a student represents the group in front of the class. The one who comes in front of the class, he or she write down words as many words as possible according his or her group mentions, for example the word 'market.' Each group is given 2 minutes to find and say the word related to the word of 'market'. After that, the next group takes a turn with one participant representing the group coming to the front of the class
3. The technique of solving the lack of pronunciation



- a. Participants were given material about pronunciation. Participants are given time to speak English with free topics. On the same occasion, the trainer identified the spoken vocabulary that was not in accordance with the standard English pronunciation. Lack of pronunciation of every spoken word, the trainer immediately made a list of words on the whiteboard to be corrected and repeated the correct pronunciation according to the standard follows by each participant
 - b. Participants are given a conversational text in English to be read aloud and can be heard by all participants in the class. the spoken word does not match the standard of the correct word pronunciation, the trainer gives the correct sound of the words
 - c. Participants were given whiteboard material in the form of words, sentences and paragraphs. The trainer reads the words on the whiteboard first and the participants follow what the trainer read. In the same activity, participants are given the opportunity to come forward and write a few sentences for other participants in the class to read and follow
 - d. Participants learn pronunciation in accordance with the international phonetic alphabet (IPA) which is applied to words, sentences, texts that are read aloud and conversations with partners in class
4. The lack of grammar solution technique
- Participants learn about daily habits in English using polite expressions and the correct application of tenses
- a. Participants learn about daily activities to understand the use of verbs used in the present simple. Participants mentioned the activities that were being carried out at the time of this training activity was being carried out, what were they doing? For example, I'm listening, we are studying English. Sentences like this help participants understand the use of the present continuous tense, such as the use of verb + ing in English when the activity is being on going, betty Azar
 - b. Participants learn about activities that were recently carried out and but not currently being carried out, for example. I have just eaten my lunch 5 minutes ago and she has parked her motorcycle in the school parking area. This material helps participants understand the use of the present perfect tense in every activity carried out at school or outside of school
 - c. Participants tell the activities carried out yesterday. Previously, participants were given an introduction to material about the infinitive and past form of a verb, for example, the verb, 'help-helped, go-went, pay-paid, book-booked and take-took.
 - d. Participants learn about polite expressions. Through conversations between friends and dialogue in front of the class when acting as a receptionist and the role as a hotel guest, such as the use of " may I have your passport, please? Should I call for a taxi for you? Would you like to have a cup of tea, sir?"

THE RESULTS ACHIEVED

The results of the training activities carried out in the 11th grade school of SMK Tunas Muda Berkarya Batam that is majoring in hospitality are explaining below

The first activity, participants are able to introduce themselves using English, able to make conversations for hotel reservations, can make conversations between receptionists



and hotel guests, able to make conversations as a bellboy and guests, able to give dialogues as a restaurant waiter and hotel guest

The second activity, participants understand English word classes, participles are able to name several words or sentences and mention word classes, participants can develop vocabulary from a main word and look for words related to the main word as much as possible. From the source words, new words related to the main word can be obtained, ranging from 20 words to 40 words.

In the third activity, participants can say words through reading the material, pronounce words well, make conversations with friends in a group and conversations in pairs in front of the class. participants can apply the pronunciation standard, "the international phonetic alphabet (IPA), in addition, participants can understand and carry out every response from the interlocutor during discussion and dialogue in class

The fourth activity participants can apply in writing and conversation well using present simple, present continuous, present perfect, past simple and polite expressions in everyday English.

CONCLUSIONS

From whole the activities carried out at the grade 11 of SMK Tunas Muda Berkarya, it can be concluded that participants are able to use English properly and correctly such as introducing themselves, greeting guests, talking to friends or fellow staffs who work in a hotel through conversations between a guest and hotel staffs

Participants can distinguish word classes in a text and able to develop words through the application of the vocabulary field method

Participants can pronounce each word in a dialogue, pronounce the words correctly in the text and participants can correct friends' mistaken the ones who still have weaknesses in pronouncing English words

Participants can tell daily activities in English using the simple present tense, can express ongoing activities using the present continuous tense, can express activities that have just been done or work that has been done in the past

Finally, the students have been improving the knowledge and skill in english conversation, using vocabulary, saying words correctly and able to apply the use of verbs in the present and past activities

SUGGESTION

Suggestions from this activities might suggest some points are as follows

- a. Students who were participated are advised to be more active in learning, having self-confidence, practice and get used to speaking English and continue to develop English through books, learn native speaker videos from YouTube and get used to speak English anywhere
- b. Suggestions for educators to always find student weaknesses both verbally and written and provide solutions for every weakness faced by students
- c. Suggestions to students, school leaders, teachers and lecturers that this results of community service can be used as inputs to develop the teaching materials and other references

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HALAMAN INI SENGAJA DIKOSONGKAN