

CHAPTER I

INTRODUCTION

1.1 Background Of the Study

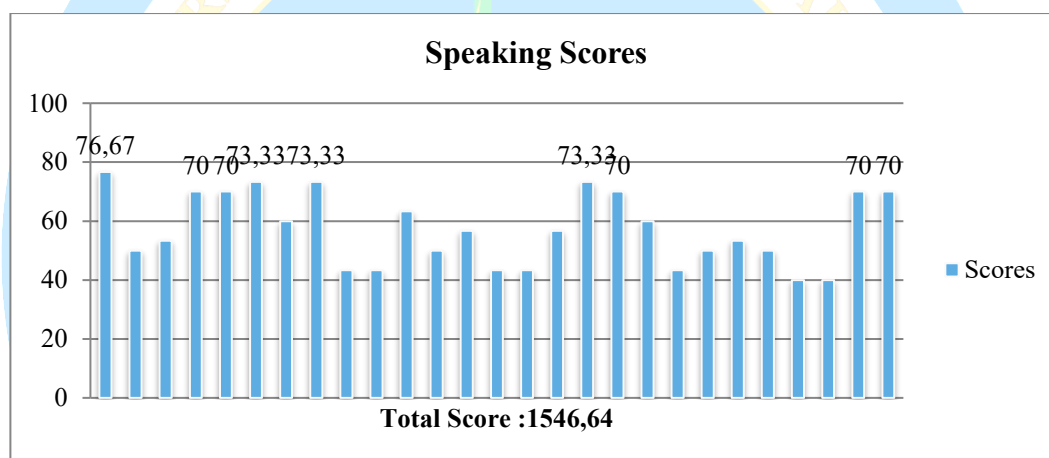
Speaking Skills are crucial skill and communicate in english has become the most important skill nowadays (Rao 2019). English speaking skill is essential in many fields, such as the hospitality industry, and is useful for communicating around the world. Arifin.E (2021) In the context of vocational high School the ability to speak english is a highly important skill for in their future careers especially for those studying a hospitality program and mastering english skills is crucial and becomes one of the main requirements for students today. Speaking ability is a vital talent in the professional realm of the hospitality sector, because work in this field requires interaction with guests from varied cultural and linguistic backgrounds.

Hospitality industry context speaking skills are serve as a bridge between service quality and customer satisfaction. According to Fajrini and Prawesti (2023) having a good english speaking skill are the key to success to improve guest satisfaction especially in the front office departement. As a front linear, Employees must be able to give good service, explain information properly, and respond to guest demands professionally. This is supported by Wachiraporn and Nguyen (2021) that speaking skills are essential when interacting with guests, because communicating fluently in english will impress guest would come again to stay. Another study from Malavika. R, (2021) stated that that effective speaking skills are essential for getting competitive

advantage in the company and student achievement in the professional area. Students Vocational School should be able to speak English.

However, we often see that many students in hospitality schools still struggle with speaking English nowadays. This was shown through observations conducted with 11th-grade hospitality students at SMK 2. It was found that a many of vocational grade 11 students have struggle with speaking English. It can be showed by the Data below

Graphics 1. 1 Students Pleminary Speaking Scores



Based on data out of 27 Students only 9 (33,33%) students passed the standar minimum scores (70) This indicates that most of the students had low speaking performance at the beginning of the study. Students lack of confidence, not dare to speak aloud, had weak intonation and also stutter. This is due to their lack of vocabulary of English which is make them are difficult to pronounce by each of the word as well as a lack of speaking practice in real-world situations requiring improvisation. And difficult when required to speak spontaneously more realistic context. This is Related

to less interactive speaking teaching techniques from teachers are one of the reasons why students' speaking skills are still low. This issue has the potential to affect their preparation for the workplace when dealing with hotel guests.

To address these issues, an effective teaching technique is required for the students speaking difficulties at school. Role Playing is one of the teaching techniques that could help students address these challenges. Role playing is a teaching technique in which students act out scenarios based on real-life situations, allowing them to practice speaking effectively in relevant settings. This strategy not only improves language competency but also gives students confidence when speaking English. According to Harmer (2001:69), role-playing is a speaking teaching activity in the Communicative Language Teaching (CLT) approach that emphasizes the importance of learning English speaking in the context of students' lives rather than focusing on grammar. Role-playing helps students become more confident in conversations by allowing them to practice their communication skills without having to worry about making a problem.

However, the use of role-playing in English language instruction afterwards, especially with regard to the material on the check-in procedure at the front office, provides students with a practical understanding of how to handle guests professionally and gives them a big picture of how the actual check-in procedure usually goes in a hotel. And Based on the Observation Results, the successful students speaking of this study not only with correct grammar during practice Role Play in the context of the

check-in process, but also how well students can pronounce key terms, maintain proper intonation to ensure clear articulation and reduce misunderstandings when interacting with guests, speak fluently without relying on memorization, convey relevant information accurately during check-in, demonstrate confidence to build students' speaking courage and handle guest interactions effectively, and use appropriate vocabulary related to hospitality. By role-play techniques can motivate students to use language more spontaneously because they feel they have an important role in the scenario.

Furthermore, study from Khasbani and Seli (2021) shows that students who were taught using role-play shows a significant improvement in their post test results on oral ability and confidence, it shown by an average score increasing from 66.50 to 76.28. The average score for individual speaking confidence increases from 69.70 to 78.29. Another study from Wardanitha (2021) finding using role play improve student speaking skill, and Putra (2017) concerned improve students speaking using role play at vocational students.

However, there are have been several studies that discuss the use of role play techniques in improving students' speaking skills, these studies tend to focus on discussing the effect of role play in the context of teaching English in general and there is no direct impact to the hospitality sector, but research that discusses the use of role play specifically related to the material of the Check In process at the front office in hospitality vocational schools is still limited. To fill that gap, this study will examine at

how role play techniques improve their speaking skills especially in the context of check-in process. By using role play in this study, students will be successful to deal with their struggles with speaking abilities and communication challenges in the hospitality industry.

1.2 Identification of Problem

Based on Preliminary research was conducted of 11th students Hospitality Major at SMK 2 Tanjungpinang, the problem was identified as follows:

1. Students Pronunciation errors
2. Students' Lack of Vocabulary
3. Students' difficulties in speaking English during practice check in process
4. Students lack of confidence to speak, making it difficult for them to adapt to unexpected situations during speaking practice
5. Students did not show their enthusiasm during learning English due to the learning activity is monotonous

1.3 Research Question

The Research question formulated as follow: Can Role Play Technique improve student's Speaking Skill?.

1.4 Limitation of the Problem

The researcher focused on improving students speaking skill in check in process through role playing techniques during a Classroom Action Research (**CAR**) of 11th grades hospitality students at SMK 2 Tanjungpinang.

1.5 Objective of the Study

Based on the research question above this study aims to improve student speaking skill through role playing techniques in check in process.

1.6 Significance of The Study

The Result of the study was hoped can give the benefits and contribution in English teaching learning, there were two significances are:

1.6.1 Theoretically

The Theoretically of this research is the use of role-playing as a technique for teaching, this study enhances the theoretical framework for teaching speaking skills to shows that students can actively construct knowledge through hands-on, real situation setting. The results of this study are expected to contribute to the literature on teaching English for Specific Purposes (ESP) speaking skills in vocational school contexts, particularly in hospitality programs. Additionally, it demonstrates how contextualized and experiential learning can enhance professional communication skills and interactive speaking experiences, which are not represented yet in previous research.

1.6.2 Practical Benefit

1. Students

Students will gain practical experience by role-playing real-life interaction situations in the hospitality sector by means of role-playing exercises. This improvement will better prepare them for professional roles, particularly in

front office operations, where clear and effective communication is essential.

2. Teachers

Teachers can adopt this Techniques as interactive teaching strategy in class especially for teaching English for specific purposes classes so that learning in the classroom has variety and fun in the learning process

3. Future Researcher

This study contributes to existing about teaching speaking skills through role-playing. It focuses specifically on the check-in procedure which has received less attention in previous studies. Future researchers might apply this study as a reference to investigate other aspects of role-playing, as well as its applicability in different vocational context and language skills.

1.7 Definition of Key Terms

1. Speaking Skill

Speaking skills are the ability to produce verbal communication effectively, which includes fluency, accuracy, pronunciation, and suitable tone. In this study, speaking abilities are contextualized within the framework of professional communication required in the hospitality industry, specifically during a hotel check-in simulation.

2. Role Playing Techniques

Role-playing is an instructional Techniques which students replicate specific roles and scenarios in order to practice and improve communication skills in a specific context. In this study, role-playing is used to imitate the hotel check-in procedure, giving students an opportunity to improve their speaking skills in a professional setting.

3. Check In Process

The check-in process refers to the procedure where guests formally register upon arrival at a hotel. This process typically involves verifying the guest's identity, processing their reservation details, assigning rooms, providing key access, and sharing necessary hotel policies and amenities information.

