CHAPTER IV

FINDINGS and DISCUSSION

This chapter presents: (1) research findings, and (2) discussion.

4.1 Research Findings

There were some findings presented in this chapter. The finding showed the teacher's challenges in teaching speaking for students of Tourism Department at SMKN 3 Palembang. The data gained from the interview with one of the teacher's of English of that school analyzed by using thematic analysis.

In-depth interview was conducted by using Indonesian language, as it was more comfortable between interviewer and interviewee. The writer used the initial name for participant involved. There was one participant involved in this study: AY. All of the data was obtained from the interview with participant involved in this study.

The results of this study, related to the teacher's challenges in teaching speaking for Tourism Department students, were categorized into some themes and codes below.

Table 4.1: Themes and Codes for Teacher's Challenges in Teaching Speaking for Students of Tourism Department A Case Study at SMKN 3.

Themes	Codes
Reference	a. Materials for tourism students must be adapted to the Tourism Department syllabus prepared by the school to improvement at institutional level the need
Lack of need analysis on the students	a. Tourism students have different learning styles b. Teacher have difficulty in adapting to students because students have less knowledge of English
Tourism students do not have enough knowledge of speaking in communicative activities	a. Students are required to be active in communicative activities b. Students feel shy and afraid to share their ideas c. The teacher must find a way to connect the previous

	material with the material to be studied.
The size of the groups	a. There are quite a number of students in one class b. Class conditions are not conducive c. Assign roles in the group to each student so that they are active during discussions
Lack of teacher opportunities in tourism training	a. Teacher attend training for tourism majors b. Looking for a technique or method of teaching speaking that is suitable for tourism students c. Have little knowledge about teaching English to tourism students d. There are always updates on material to be taught to tourism students.

4.1.1 Reference

The first teacher's challenges in teaching speaking for students of Tourism Department at SMKN 3 Palembang perceived by the teacher was reference. The teacher said that she had to adjust the material being taught with the syllabus that had been determined by the school in order to improve the quality of the Tourism Department. This makes it difficult for the teacher to find references. As stated by the teacher:

"By looking for materials based on the English syllabus guide that has been prepared by the school to improve and maintain the quality of the institution or department."(AY)

4.1.2 Lack of Need Analysis on the Students

The second challenges in teaching speaking for students of Tourism Department at SMKN 3 Palembang perceived by the teacher was lack of need analysis on the students. The teacher analyzes the students to find out what they need, because students have different learning styles in understanding the speaking material they are studying. As stated by the teacher:

"Yes, of course. Because every student in the class has their own learning style in understanding the material they are studying." (AY)

Teacher also found the difficulty in adapting to tourism students because the students' speaking knowledge are not in the same level. So, the

teacher must be able to analyze in order to adapt to tourism students well, and explain the material according to the needs of the students, as stated by:

"Yes, here, (in this school) I have a little difficulty adapting to tourism students because there are some students who still lack knowledge of English." (AY)

4.1.3 Tourism Students Do Not Have Enough Knowledge of Speaking in Communicative Activities.

The third challenges in teaching speaking for students of Tourism Department at SMKN 3 Palembang perceived by the teacher was Tourism students do not have enough knowledge of speaking in communicative activities since they have different background knowledge of English, as stated by the teacher:

"Yes, of course there are difficulties. Because every student has a different background knowledge."(AY)

In addition, students are required to be active in the learning process. Students who are active in communicative activities will get additional value, as stated by the teacher:

"Yes, students are required to be active. Because students who are active in communicative activities will get an additional value." (AY)

Teacher must be able to motivate students not to feel shy and to be active in communicative activities, as stated by the teacher:

"By motivating students to keep trying, overcoming shyness, fear, nervousness and being more confident. Convincing students that they

can do it through speaking practice so as to build their confidence in conveying their ideas or suggestions."(AY)

The teacher must also be able to connect the previous material with the material to be taught so that students do not forget the previous material, as stated by the teacher:

"By warming up activities and video apperception, reviews, stories and other previous material related to the material to be studied." (AY)

4.1.4 The Size of the Groups

The fourth challenges in teaching speaking for students of Tourism Department at SMKN 3 Palembang perceived by teacher was the size of the groups. The number of students in the class determines whether the learning process is conducive or not, as stated by the teacher:

"There are 30 students." (AY)

If there are many too students in one class, the learning process will not take place in a conducive manner, as stated by the teacher:

"Yes, so far not conducive. Because in the class there are not too many students so it is still quite conducive to teaching speaking."(AY)

The teacher must be able to make the students to be more active class activities, convey ideas or responses during discussion activities, as stated by the teacher:

"By giving each student a role or task so that all students are active in the group." (AY)

4.1.5 Lack Of Teacher Opportunities In Tourism Training

The fifth challenges in teaching speaking for students of Tourism Department at SMKN 3 Palembang perceived by the teacher was lack of experience in teaching English speaking to Tourism students. The teacher participate in tourism training to deepen knowledge about teaching speaking for tourism students, as stated by the teacher:

"Yes. I attended the training once during my time teaching tourism students." (AY)

Teacher must be smart in choosing techniques or teaching methods that are suitable for tourism students, especially learning speaking. If the teacher teaches speaking lessons using appropriate methods or techniques, the process and learning objectives will run and will be achieved well, as stated by:

"By looking for suitable teaching techniques and methods, so that each goal of Basic Competence is achieved properly in accordance with the goals that have been set."(AY)

The teacher has little knowledge about teaching speaking to tourism students before teaching speaking in the tourism department, as stated by the teacher:

"Yes. I had little knowledge of tourism before I taught here." (AY)

The teacher is also required to update and adapt the latest material to be taught to students, as stated by the teacher:

"There are updates about the material, not every year but periodically." (AY)

4.2 Discussion

After analyzing the data by using a thematic analysis, the writer found that the teacher have various challenges in teaching speaking for students of tourism, such as: (1) reference, (2) lack of need analysis on the students, (3) tourism students do not have enough knowledge of speaking in communicative activities, (4) the size of the groups, and (5) Lack of teacher opportunities in tourism training.

The first challenges was reference. Reference is a source of material or guidance needed for the teaching and learning process, such as books, worksheets and materials from the internet. Reference is a challenge because reference is very important in learning. References become a challenge because if without a reference the learning process cannot take place because it is a guide for the teaching and learning process. Reference materials are usually from textbooks or looking for materials on the internet. The material

is also adjusted to the predetermined syllabus. Suyadi and Mustika (2020), stated that English learning materials for special purposes are needed by every learning institution in order to achieve specific educational goals. Material that is in accordance with the student's major is very important, this is because according to the material being taught or studied, the objectives of learning and teaching will be achieved properly. According to Ellis and Tomlinson (1973), the course books claimed to follow the principles of approaches, such as; the direct method, the audio-lingual method and then the situational approach but most of them followed a procedure as most course books still do today which came to be known as Presentation, Practice, Production. Course books or materials used for teaching must be based on and follow the principles of the syllabus that have been determined by the department or school. The result of this study with a study conducted by Maican (2014) which states that on of the challenge for teachers in teaching speaking for tourism is reference.

The second challenges was lack of need analysis on the students. The lack of teacher in analyzing student needs can make the teacher haveless knowledge on what their students' need. Kusumaningputri (2011) stated that need analysis is carried out to answer the accuracy and suitability of the program with students, with the curriculum and the situation in which English will be used. Need analysis on the students is needed because in order to find out what students need in order to achieve the goals of learning well. Furthermore, Brindley (1989) suggested that if the need are derived by

outsider from the facts, from what is known and can be verified, then that are objective and perceived needs. For example, students learn English to fulfill their requirements for graduation, then their need to study English are be objective and perceived. In other words, product-oriented need derive from the goal or target situation while process-oriented needs derive from the learning situation. Lack of need analysis is a challenge because if the teacher is lacking in need analysis on the students, the learning objectives cannot be achieved properly because the teacher does not know the characteristics of students, the problems that can hinder student learning and the situation of students when learning speaking. Students have different learning styles, so the teacher must be able to explain the material according to the needs of students. Analysis of student needs can also help teacher adapt to them well. Moreover, a study conducted by Maican (2014) revealed that need analysis is one of the challenges in teaching speaking to Tourism Department students.

The third challenges was tourism students do not have enough knowledge of speaking in communicative activities. Some students still have little knowledge about speaking, thus making it quite difficult for teacher to teach speaking. Students can be said to lack knowledge about speaking because among them, students translate words or sentences before speaking in English so that it makes students difficult to speak and makes students not fluent when speaking, lack of speaking practice makes students' speaking skills not good. In addition, students have different background knowledge so the teacher must be able to find the right way to explain the material easily so

that students can understand the material being studied well. According to Gebhard (2000), background knowledge relates to our real world experiences and expectations that we have. This knowledge is very important when we consider the language processing problems of students. Background knowledge greatly affects the student learning process. Moreover, a study conducted by Maican (2014) revealed that one of the challenges for teachers in teaching speaking for tourism is that students do not have enough knowledge of speaking in communicative activities.

The fourth challenges was the size of the groups. Group size is a challenge in itself because group size will make it difficult for teachers to handle classroom situations both in terms of learning effectiveness and conducive classrooms. Limiting the number of students in the class is very important, especially for speaking because it can affect the learning process, especially speaking activity. By limiting the number of students, the speaking learning process is more effective because students and teacher can interact easily. The number of students in one class has an impact, namely making the class less conducive when the learning process takes place. The distribution of the number of students in discussion groups also has an impact, namely making some students less active or not during the discussion process. Some students feel lazy, or not active during the discussion. Boyce and Hineline (2002) suggested using pairs during the discussions to avoid social loafing. The possibility of social loafing can be remedied if students are in dyads for discussion. Placing students in dyads for discussions also presents equitable

opportunities for each student to share their perspective on each prep guide item and thus may improve the overall quality of the discussion. The teacher must be able to divide the roles to each student so that no students feel lazy or only rely on their group mates and they are active during the discussion. Furthermore, a study conducted by Maican (2014) revealed one of the challenges for teachers in teaching speaking for tourism is the size of the groups.

The last challenges was lack of teacher opportunities in tourism training. In the Tourism Department are divided into two parts, namely travel agents and accommodation. Tourism is a growing worldwide service sector industry, and travel tour agencies and operators offer a myriad of organized itineraries for meet consumer trends and demands. Travel agencies are quite successful in their efforts to create an illustrated catalog that provides a significant number of potential customers information using highly aesthetic photos, useful tips, maps and much more. Furthermore accommodation is one part that has many roles in tourism problems. There are many terms for accommodation which according to Schwaninger (1989) call it the para-hotel business, while efforts to view it as a complementary sector of accommodation.

Since the teacher did not have opportunities in tourism training. The teacher only has a little knowledge about speaking material for tourism students before teaching the tourism department. Therefore, teacher must attend training to deepen their understanding of material and knowledge

related to the tourism department and be ready to be taught to students. According Granath, (2009) the use of online language reference tools based on corpus data is still in its infancy, though, both in English language teaching and in teacher training. Teacher are also required to always update about the material to be taught. Similarity, a study conducted by Maican (2014) revealed that the challenges for teachers in teaching speaking for tourism is lack of teacher opportunities in tourism training.