

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher presents the data to describe the result and discussion. This chapter, the researcher provides the answer to the research question of the problem. There are several part of this research such as finding and discussion. The research was conducted on 4 June, 2024 at SMK Kartini Sintang. This research was conducted for 1 day, the researcher came to the school for permission and conduct the interview with students and English teacher. After that the researcher collect the document from English teacher which had been assessed by the teacher in the Google Classroom.

#### **A. Finding**

Finding aims to see the result of the students' data in learning english especially for students' speaking performance in takin reservation. In which the action were took in qualitative research. The data presented on this research based on the video that made by students and uploaded in google classroom. There were some equipment used in this research, the first is documentation that used to describe the result of students' speaking performance especially in taking reservation. The second was the interview to find out what are the dificulties that face by student in speking performance especially in taking reservation.

## 1. The Result Of Instrument

### a. The Result of Students score in Speaking Performance In Taking Reservation

In this section present the findings of the research to answer the research question “How the students’ speaking performance especially in taking reservation at Class XI Hospitality of SMK Kartini Sintang?”. The findings were obtained from the analysis of students’ group speaking videos, which were assessed using a speaking scoring rubric covering five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. Based on the documentation data, there were 17 students involved in this study.

The analysis of students’ speaking scores shows that the total score obtained by all students was 1,210, with an average score of 71.18. According to the level of students’ speaking ability adapted from Harris, the average score falls into the “Good” category, which ranges from 60 to 79. This result indicates that, in general, the students of Class XI Hospitality at SMK Kartini Sintang demonstrated a good level of speaking performance in performing a role-play on taking reservation.

The students were able to carry out the task appropriately and communicate meaning in a hospitality related context, although some limitations were still observed in several

speaking aspects. Several students achieved scores ranging from 80 to 90, which were categorized as Excellent. These students demonstrated strong speaking performance across most aspects of speaking, particularly in fluency and comprehension. The majority of students obtained scores between 60 and 79, which fall under the Good category.

This indicates that most students were able to perform the speaking task adequately, although minor errors in pronunciation, grammar, or vocabulary were still evident. No students were categorized as Poor, and only a small number of students approached the lower boundary of the Good category, suggesting that overall speaking performance was relatively satisfactory. Grammar was one of the aspects in which students performed relatively better.

Many students scored 3 or 4, indicating that they were able to use basic grammatical structures appropriately during the role play. However, some grammatical errors were still observed, particularly in sentence construction and verb usage, which is common in second language learning contexts. The vocabulary aspect showed moderate performance. Most students demonstrated sufficient vocabulary related to the topic of taking reservation, such as expressions used in hospitality services.

Nevertheless, limited vocabulary choice and repetitive word usage were observed in some students, which affected the variety and naturalness of their speech. Fluency was one of the stronger aspects for several students. Many students were able to speak with relatively smooth delivery and minimal pauses. However, some students still hesitated when expressing ideas, which indicates a lack of confidence or limited language mastery. In terms of comprehension, most students showed an adequate understanding of the role play task.

They were able to respond appropriately to questions and follow the flow of the conversation. Students who scored higher in comprehension demonstrated better interaction and coherence during the role play. Overall, this indicates that the students' speaking performance in taking reservation at Class XI Hospitality of SMK Kartini Sintang is at a good level. The students were generally able to apply their speaking skills in a practical hospitality context, which reflects the relevance of the learning materials to their vocational field. This answers the research question by showing that students of Class XI Hospitality at SMK Kartini Sintang possess a generally good speaking performance in taking reservation, supported by the data.

## b. The Result of Interview

This section presents the findings derived from interviews conducted with five vocational high school students regarding their experiences in learning English, particularly in relation to the material on Taking Reservation. The result of interview used to answer the research question ‘What are the difficulties that face by student at class XI Hospitality of SMK Kartini Sintang?’. The findings are organized thematically based on students’ responses to the interview questions, covering attitudes toward English learning, perceptions of the Taking Reservation material, difficulties encountered, perceived benefits, emotional responses, level of understanding, and perceived improvement in speaking skills.

The interview results indicate that all participants demonstrated a generally positive attitude toward learning English. Most students expressed that English is an important language that provides personal satisfaction and pride, especially when they are able to understand English songs, films, or new vocabulary. Some students reported that their interest in English increased after entering vocational school, where English learning became more practical and communicative rather than task oriented. This suggests that contextual and practice based English instruction contributes significantly to enhancing students’ motivation and interest in learning the language.

Furthermore, students viewed English as a valuable skill that is closely related to their field of study, particularly hospitality. This relevance

encouraged them to engage more actively in learning English, as they perceived it not merely as a school subject but as a practical tool for their future careers. Regarding the Taking Reservation material, the students generally perceived it as specific and closely related to the hospitality industry. Most respondents acknowledged that the material focuses on particular procedures and terminology used in hotel reservation services. Although this specificity was considered beneficial, it also made the material more challenging compared to general English lessons.

Several students mentioned that the material required additional reading and deeper understanding because the explanations in textbooks were sometimes different or limited. However, despite these challenges, students recognized the importance of the material as it directly supports their major in hospitality and prepares them for real workplace situations. One of the most prominent findings from the interviews is that vocabulary and pronunciation were the main obstacles faced by students. Almost all participants reported difficulties in remembering and understanding specific English terms used in Taking Reservation, particularly when filling in reservation forms or recalling the meanings of certain expressions.

Pronunciation was also frequently mentioned as a significant challenge. Students stated that although procedures were clearly structured, they often struggled with correct pronunciation and were afraid of making mistakes when speaking. This indicates that linguistic complexity, especially technical vocabulary and pronunciation, remains a major barrier

in learning English for specific purposes. Despite the difficulties, all students acknowledged that learning Taking Reservation provided substantial benefits.

The most frequently mentioned advantage was the acquisition of new knowledge and vocabulary related to the hospitality industry. Students felt that they gained a better understanding of hotel reservation procedures and the specific English terms used in professional service encounters. In addition, several students stated that the material enabled them to practice providing services to guests using English. This practical application helped them feel more prepared to communicate with foreign guests and enhanced their confidence in using English in real life contexts.

These findings highlight the role of English for Specific Purposes in equipping students with relevant and applicable language skills, all respondents expressed positive emotional responses toward learning Taking Reservation. Students reported feeling happy and satisfied because they were exposed to new and different learning materials compared to general English lessons. The sense of gaining new knowledge and professional insight contributed to their enjoyment and enthusiasm. This positive emotional response suggests that contextualized learning materials, especially those aligned with students' vocational interests, can increase engagement and reduce anxiety in learning a foreign language.

In terms of comprehension, most students considered the Taking Reservation material to be relatively easy to understand because it follows

clear and systematic procedures. The existence of step by step guidelines helped students grasp the overall process of hotel reservations. However, students also emphasized that understanding the procedures did not necessarily mean mastering the language. While the structure was clear, difficulties remained in understanding and memorizing technical terms and pronouncing them correctly.

This indicates that procedural clarity alone is insufficient without adequate linguistic support. All participants believed that their English speaking skills improved after learning the Taking Reservation material. Students reported increased familiarity with English terms related to hospitality and greater awareness of how to use English in service interactions. Some students stated that they were previously unfamiliar with the hospitality field, but after learning this material, they became more knowledgeable about hotel services and professional communication. This perceived improvement suggests that learning Taking Reservation not only enhances students' vocabulary but also contributes to their communicative competence, particularly in a professional context.

## **B. Discussion**

In this part, discussion deals with the results of data obtained through interview and documentation about students' speaking performance in taking reservation at Class XI Hospitality of SMK Kartini Sintang.

1. How the students' speaking performance especially in taking reservation at Class XI Hospitality of SMK Kartini Sintang?

Based on the finding the overall speaking performance of the students was categorized as Good. This indicates that most students were able to perform the speaking task appropriately in a hospitality related context. The students demonstrated an adequate ability to convey meaning, respond to questions, and participate in a role-play activity on taking reservation. This result suggests that the students have acquired basic speaking skills necessary for vocational communication, particularly in the hospitality field.

Additionally several students achieved an Excellent category reflects that some students have developed stronger speaking competence. These students were able to speak more fluently, use appropriate expressions, and demonstrate better comprehension during the role play. Speaking competence involves not only grammatical accuracy but also fluency and the ability to convey meaning effectively. The performance of these students shows that they were able to integrate these components successfully in a communicative task.

In terms of grammar, students performed relatively better in this aspect. Most students were able to use basic grammatical structures appropriately during the role-play activity. This result may be influenced by the structured nature of the taking reservation dialogue, which often uses predictable sentence patterns. Controlled speaking activities can help learners apply grammatical knowledge more

accurately. However, the presence of grammatical errors in sentence construction and verb usage suggests that students still need more practice in using grammar spontaneously in real communication.

The vocabulary aspect showed a moderate level of performance. Although most students demonstrated sufficient vocabulary related to taking reservation, limited vocabulary choice and repetitive expressions were still observed. Vocabulary knowledge plays a crucial role in speaking performance, as limited vocabulary can restrict learners' ability to express ideas naturally. In the context of hospitality, vocabulary enrichment is particularly important because students are required to use specific service related expressions accurately and appropriately.

Regarding fluency, many students demonstrated relatively smooth speech with minimal pauses, indicating a growing confidence in speaking. This suggests that the use of role-play activities provides students with opportunities to practice speaking in meaningful contexts. Fluency develops when learners are exposed to frequent communicative practice. However, the hesitation observed in some students indicates that anxiety and limited language mastery may still affect their speaking performance.

In terms of comprehension, most students were able to understand the role play task and respond appropriately during the conversation. Students with higher comprehension scores

demonstrated better interaction and coherence, which indicates their ability to follow the flow of communication. This aligns with the idea that comprehension is a fundamental component of speaking, as effective communication requires both understanding and producing language meaningfully.

Overall, the students' speaking performance in taking reservation reflects a positive learning outcome in the hospitality program. The students were generally able to apply their speaking skills in a practical vocational context, which supports the relevance of the speaking materials used in the classroom. However, also need further improvement, particularly in pronunciation accuracy, vocabulary range, and spontaneous language use. Therefore, teachers are encouraged to provide more communicative speaking activities, pronunciation practice, and vocabulary focused instruction to enhance students' speaking performance in hospitality-related communication.

2. What are the difficulties that face by student at class XI Hospitality of SMK Kartini Sintang?

The findings reveal that students generally have a positive attitude toward learning English, particularly when the learning materials are relevant to their vocational major. This reveals that language learning becomes more meaningful when it is closely related to learners' academic or occupational needs. In this study, students showed increased interest in English because the Taking Reservation

material directly relates to the hospitality industry, which is their field of study.

The students' motivation appears to be influenced by the practical nature of the material. Unlike general English lessons, Taking Reservation provides real life scenarios that students may encounter in their future careers. This relevance encourages students to actively participate in the learning process and view English as a useful communication tool rather than merely an academic subject. Taking Reservation is perceived as a specific and technical material that requires students to understand professional procedures and terminology.

Learners are expected to master language functions and vocabulary related to a particular profession. Although students found the material more challenging than general English, they also recognized its importance for preparing them to work in the hospitality industry. The structured procedures in Taking Reservation were reported to help students understand the material more easily. This suggests that procedural-based learning can support comprehension, especially in vocational education. However, the discussion also shows that procedural clarity must be accompanied by sufficient language practice to ensure effective learning outcomes.

One of the main issues identified is students' difficulty with vocabulary retention and pronunciation. These challenges are common

in learning English as a foreign language, learners are exposed to unfamiliar and technical terms. The difficulty in pronunciation indicates that speaking skills require more focused practice, especially in terms of phonological awareness and oral repetition. Although students understood the procedures of Taking Reservation, they often struggled to pronounce words correctly and recall specific meanings.

This gap suggests that understanding content knowledge does not automatically lead to speaking proficiency. Therefore, additional speaking activities, such as role plays, simulations, and pronunciation drills, are essential to strengthen students' oral communication skills. Learning Taking Reservation contributes positively to students' speaking skills. Students reported that they gained new vocabulary and became more familiar with professional expressions used in hotel services.

This improvement supports the idea that English for Specific Purpose materials can enhance learners' communicative competence by providing relevant language input and opportunities for contextual practice. Moreover, students felt more confident communicating with guests in English after learning the material. Confidence is an important factor in speaking ability, as it influences learners' willingness to communicate. The practical orientation of Taking Reservation allows students to practice English in simulated service encounters, which helps reduce anxiety and improve fluency.

The positive emotional responses expressed by students indicate that enjoyment and satisfaction play a significant role in effective language learning. Students reported feeling happy because they gained new knowledge and learned materials that were different from general English lessons. This emotional engagement supports the view that meaningful and contextualized learning materials can increase learners' motivation and participation. When students feel that what they learn is useful for their future, they are more likely to engage deeply with the material.

In this study, emotional satisfaction appears to reinforce students' interest in learning English and their willingness to improve their speaking skills. Teaching English in vocational schools should prioritize contextualized and profession related materials. While Taking Reservation is effective in introducing students to hospitality English, teachers should provide additional support in vocabulary development and pronunciation practice. Integrating communicative activities such as role play, dialogue practice, and real life simulations can help students overcome speaking difficulties. Furthermore, teachers should balance procedural instruction with language focused practice to ensure that students not only understand the steps of hotel reservations but also can communicate them effectively in English.