

# Developing Students' Speaking Competence in "Food and Beverage Subject" in Palembang

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**Abstract.** The title of this research is developing students' speaking competence in "food and beverage subject" in state polytechnics of sriwijaya. This research aimed at (1) finding out the most applicable teaching model to develop students' speaking competence, and (2) finding out if the teaching model was effective in developing students' speaking competence in food and beverage services subjects. The method of this study is Research and Development method. Forty three students of English Department of State Polytechnics of Sriwijaya were chosen purposively as the sample of the study. The data were collected through test, post test, questionnaires, and tryouts. By the help of the four raters, the data were analyzed using t-test. The findings showed that firstly, the students and lecturers of English Department of SPS believed that the new teaching model was effective to develop their competency both in *food and beverage* and *speaking subjects*. Secondly, the new teaching provided the students more fun in the teaching and learning process. Finally, there was some improvement in the students' gained scores between the pre test and the post test which indicated that team teaching model was effective in developing students' speaking competence in food and beverage subjects.

**Keywords:** Speaking Competence, Food and Beverage Service, Team Teaching.

## 1. Introduction

As a target of most of language students, the ability of conveying the ideas and messages through speaking becomes very urgent to have. For this reason, the teaching of speaking at schools and universities should be prioritized. Many sets of instructions can be made and applied to the teaching of speaking to those who are studying English for Specific Purposes (ESP) like Vocational Senior High Schools, Polytechnics and specific Academies in Indonesia. For them, the ability to communicate in English is in the form of how good someone speaks English in the area of their job.

The teaching of speaking seems to be more advantageous if it is presented by giving sets of tasks to students in order to provide them more practices. Harmer (2003:87)<sup>[1]</sup> states three basic reasons why speaking tasks are beneficial for students: (1) It gives them a chance to rehearse discussions outside the classroom. (2) It provides feedback for both teachers and students, and (3) it's intrinsically enjoyable.

As the English Department of SPS relates to Business, Tourism and Hotel, all the skill subjects must be taught integratively with Business, Tourism and Hotel competencies. The reason to have English skills should be proposed to gain the ability of using English in the area of Business, Tourism and Hotel in order to have skillful graduates. Therefore, the graduate's ability in speaking English related to those areas proves that they are competent in their professions.

The result of the two questionnaires can be seen that the present model is actually helpful for the students (80%) in terms of learning and practicing the skills of Food and beverage and Speaking subjects. However, they are presented separately in which FB subject is in Bahasa Indonesia and Speaking is of course in English but it doesnot develop the students' competency in communication using English in the content material. It is then strengthened by more than 70% of the students who still have problems with their English in their FB practice. Therefore, they are still not satisfied with this model and propose the new one to help them learn FB with good English (97.8%). They assume that the new model will develop their competency both

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in FB and Speaking (100%), provide them more fun (100%), and help them be more qualified graduates (100%).

Learning from this situation, the study proposes a team teaching in the process of teaching and learning of speaking and FB in the English Department of SPS. The two lecturers would collaborate starting from designing the outlines, setting instructional materials and teaching in the classroom. The problems of this study are as follows: (a) What type of teaching model is needed to develop students' speaking competence?, and (b) Is team teaching model effective in developing students' speaking competence in Food and Beverage service subjects?

## **2. Discussion**

### **2.1. The teaching of speaking**

So many techniques and procedures can be applied in teaching speaking. For example teaching speaking through dialogues, role-plays, stories, talks, anecdotes, drama, presentation and so on. Nation and Newton (2009:161-162)<sup>[2]</sup> offer some techniques and procedures of teaching Speaking like the best recording, the ask and answer and rehearsed task. These procedures refer to the activities during the teaching of speaking. On the other hand, Harmer (2003) prefers the procedure of ESA in teaching speaking: Engage, in which the students and teacher look at the pictures or videos, say what they see and tell why they like the pictures and the videos. Study, the teachers make sure that the students have good pronunciation. Activate, the students work in groups and design their own conversation or presentation.

### **2.2. Speaking evaluation**

The next activity that the teachers do after the process of teaching and learning is evaluation. The common form of evaluation in language learning is to give the students written questions to answer in order to know the outcome of the process. The scores gained by the students describe the achievement along the activity in the classroom.

### **2.3. Team teaching**

The collaboration of at least two teachers standing in front of the class presenting materials to students is also called team teaching. In foreign language teaching, the team teaching usually involves a native and a non-native speakers of the target language (Benoit and Haugh: 2001)<sup>[3]</sup>. Furthermore she proposed that in some countries where the target language is a second language, student teachers are native speakers of the target language and work either with other student teachers collaboratively.

### **2.4. The importance of team teaching in interdisciplinary subjects**

In this thesis, the writer is more interested in doing team teaching for two different subjects. One teacher is acting as an EFL teacher and the other is the content area subject teacher. Team teaching can occur on a single or multiple courses in which the literature in both areas is diverse.

## **3. Method of the Study**

The method of research used in this study was Research and Development method. Gall and Borg (2003:569)<sup>[4]</sup> mention that Research and Development study is aimed at designing new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality or similar standard. In relation to this study, the new product refers to the teaching model, procedures, media and material development. In this study, the procedures of Dick and Carey (2005:14-15)<sup>[5]</sup> were selected. The characteristic of this team teaching refers to the idea stated by Tonks (2006)<sup>[6]</sup> in his first definition that team teaching requires two or more teachers teach the same students at the same time in the same classroom. The data were collected through the following aspects.

### **3.1. Test**

Tests referred to the pre and post-tests. Pre-test was given before the try out began in order to know the basic competence of the students. At the end of the try out, the students were given post-test to know their final achievement from the project applied.

To check the students' competence in this project, the writer used speaking rubric from <http://www.miwla.org/michi-html/Kopper.htm> - (2000) to get the students' individual scores.

### 3.2. Questionnaires

There were two types of questionnaires used in this data collection. The two types of questionnaires were need analyses questionnaires. The first questionnaire was given to the English lecturers of SPS and the second type was given to the students. The purpose of these questionnaires was to know the respondents' satisfaction on the individual model teaching on the subjects of speaking and Food & Beverage and pre assumption on Team Teaching Model.

### 3.3. Tryouts

Tryouts referred to team teaching and the process of the developing model given to them. There were four tryouts and each of them was about the projected model.

The first tryout was conducted in the simulation room. The topic was "how to be a waiter in a restaurant". The lesson began by listening to the students' background knowledge on the job of a waiter. Then, the team played some videos of how a waiter does their job. The team teachers then give some explanation and input in terms of language use and technical activities of the waiter while listening to the students' opinion and respond. At the end of the activity, the students give some questions pertaining on the lesson presented.

To find out whether the team teaching model was effective in developing students' competence in Food and Beverage service, the writer referred to the opinion of Guskey (2000)<sup>[7]</sup>. He stated that the model is effective if the students acquire the intended knowledge and the skill. By giving the speaking pre and post tests, the students were measured using the two rubrics presented above and were rated by four raters consisting of 2 raters of professionals and 2 other raters from ELT lecturers. Then the scores from the four raters are combined and divided into four to get the students' individual scores. The scores in pre test and post test were then compared to measure the students' achievements before and after the model were used. Then *t-test* was used.

## 4. Findings

The test distribution was normal since the shape was bell-curved. The data found in one-sample Kolmogorov-Smirnov test presented the same result with the mean score of 52.40, Std deviation of 3.178 and the level of significant was  $>0.05$ .

The test distribution was also normal because the shape was also bell-curved. The similar data was also found in one-sample Kolmogorov-Smirnov test with the mean score of 72.86, Std deviation of 3.482 and the level of significant was  $>0.05$ . Therefore, the normal data was continued to the measurement of T-test statistic parametric.

The result of t-test was 38.713 with the df was 42 and the level of t-table significance of 0.05. The t-table value was 1.68 195. The t-obtained value was 38.713. Since the value of t-obtained was higher than t-table, it is concluded that the team teaching model was effective. The score which was less than 0.05 on the bias level of si. Column means that the data was significantly normal. Therefore, it answered the second problem of this research that the team teaching model is effective in developing students' speaking competence in Food and Beverage Services Subject.

The complete team teaching model development is presented in the following chart and notes:

BRAMING: Brain Storming

MEDSE: Media Use

TEALPRO: Team Teaching and Learning Process

SIMODE: Simulation or Demonstration

MOMENSION: Model Development and Revision

COROLLAY: Complete Role Play

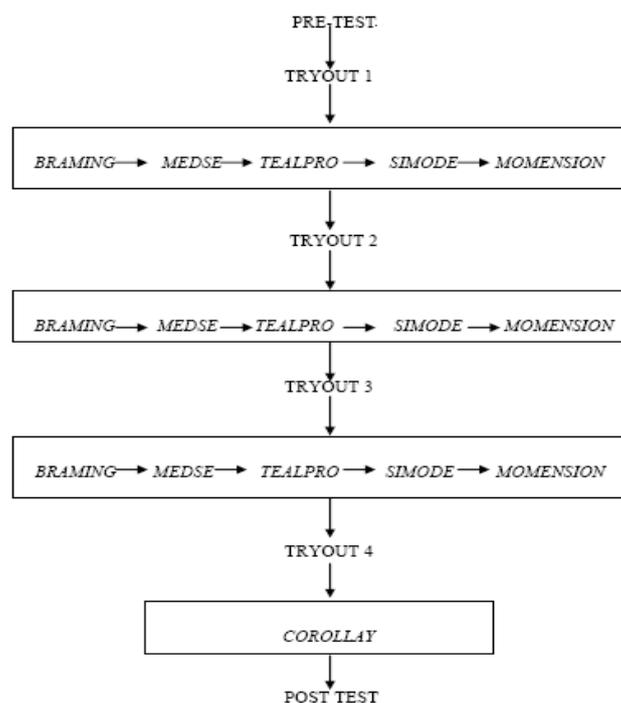


Fig. 1: Rosyidin's TEAM Teaching Model.

## 5. Conclusions

This study concludes that the product of this research is team teaching model with certain procedures. After giving pre test, as the first step, tryout 1 is conducted by completing some cycling activities as brain storming, media use, team teaching and learning process, simulation or demonstration, and model development and revision. These cycling activities are also conducted in the next steps, in tryout 2 and 3. Then, in tryout 4, the activity focuses on the complete role play. This activity aims at sharpening students' skills both in practical techniques of the FB subject and in the language use of the English. At last, the final step in the procedure is post test.

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