

## **Hospitality Students' Perceptions Towards the Application of Communicative Language Teaching (CLT) (A Case Study at SMKN 5 Barru)**

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### *Abstract*

This research aims to find out the students' perceptions about the implementation of communicative language teaching (CLT) to develop their speaking skills. The participants in this study involved twelfth-grade (XII) students from hospitality program at SMK N 5 Barru. This research conducted a descriptive qualitative approach and the data was gathered by observation using field notes and interviews. Data reduction, data display, and conclusion drawing were used in analyzing the data. The findings indicated that most of the hospitality students agreed the application of CLT in classroom activities could help them in developing their language skills and self-confidence even though they found it quite challenging to implement in their learning process and thus, still required their teacher to use code-switching during classroom activities. Moreover, the students mostly favored active discussion activities and worked in pairs or groups that focused on their fields of study with the integration of additional tools, such as online platforms and applications to make their learning process more exciting. The results of this study showed that the hospitality students had positive perceptions toward the use of CLT that applied by the English teacher, as these enhanced their language learning experience and progressively improved the hospitality students speaking abilities in practicing the target language.

**Keywords:** Communicative Language Teaching (CLT), Students Perceptions, Teaching Practices, Learning Activities

### **Abstrak**

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang penerapan communicative language teaching (CLT) untuk mengembangkan keterampilan berbicara mereka. Partisipan dalam penelitian ini melibatkan siswa kelas XII (XII) program perhotelan di SMK N 5 Barru. Penelitian ini menggunakan pendekatan kualitatif deskriptif dan pengumpulan data dilakukan dengan observasi menggunakan catatan lapangan dan wawancara. Reduksi data, penyajian data, dan penarikan kesimpulan digunakan dalam menganalisis data. Temuan menunjukkan bahwa sebagian besar siswa perhotelan setuju penerapan CLT dalam kegiatan kelas dapat membantu mereka dalam mengembangkan keterampilan bahasa dan kepercayaan diri mereka meskipun mereka merasa cukup menantang untuk menerapkannya dalam proses pembelajaran mereka dan dengan demikian, tetap meminta guru mereka untuk melakukannya. menggunakan alih kode selama kegiatan kelas. Selain itu, sebagian besar siswa menyukai kegiatan diskusi aktif dan bekerja berpasangan atau berkelompok yang fokus pada bidang studi mereka dengan integrasi alat tambahan, seperti platform online dan aplikasi untuk membuat proses belajar mereka lebih menarik. Hasil penelitian ini menunjukkan bahwa siswa perhotelan memiliki persepsi positif terhadap penggunaan CLT yang diterapkan oleh guru bahasa Inggris, karena ini meningkatkan pengalaman belajar bahasa mereka dan semakin meningkatkan kemampuan berbicara siswa perhotelan dalam berlatih bahasa target.

**Kata Kunci:** Pengajaran Bahasa Komunikatif (CLT), Persepsi Siswa, Praktik Mengajar, Kegiatan Pembelajaran

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## **PENDAHULUAN**

The English language has undergone significant development. Advancements in technology and significant changes that have happened throughout the years have greatly impacted various fields, resulting in the widespread use of the English language. Nowadays, the English language has deeply

influenced our daily activities and provided a prominent function as a tool for communication that enables people to interact and make business deals or professional relationships as well as ease the acquisition of relevant information in many different sectors, trade, and educational content. Littlewood (2007) stated that most Asian countries have developed their English education in the past two decades to pursue the rapidly growing urban economy and boost the number of proficient English-communication citizens. This is supported by Asriyanti et al. (2013) described that, for better or worse, by choice or by necessity, English has travelled to many parts of the world and has been used to serve various purposes. Hence, the requirement for English language education will grow progressively as it has been a widely spoken language throughout the centuries by all nations.

In Indonesia, the necessity of English has grown and is recognized as a preferred language of communication since it is being used significantly in many sectors or occasions. In education field, English language is one of the compulsory subjects to graduate in high school. Regarding the prominence of English development, The Government of the Republic of Indonesia lately has put tremendous effort, particularly in providing students at the school level with the opportunity to hone their language skills by using the target language. According to the literacy level as stated in Law of National Ministry of Education and Culture No 22 year 2016 teaching of English is to enable the students achieving high proficiency in listening, speaking, reading and writing skills. Therefore, schools are the preferred and appropriate places that play a large role in how promoting students to learn English in order to develop their intellectual, physical and mental characteristics to synthesize students' competency skills. Based on the data of the Central Statistics Agency (BPS) it was recorded that, in August 2021, workers from secondary education institutions, which comprising Senior High Schools (SMA) and Vocational High Schools (SMK) graduates, constitute the second largest number of employment workers after elementary schools, with a total workforce of 41.58 million people (Jayani, 2021). As a consequence of the aggregated statistics indicate that people with secondary high school education backgrounds possess a significant presence in the labor market.

Due to this concern, the President of the Republic of Indonesia, Joko Widodo, has currently focused on the development of vocational high schools to meet the current pace of global dynamics necessitates that need an immediate response in the form of increased educational opportunities since this type of school is one of the high schools that provide a number of specific majors in education system that trains individual practically for a work or as a group, based on the fields chosen by students and finally expected contributed to a large number of productive age people in Indonesia in years of 2020s (Damarjati, 2017). In this sense, Fatriana et al., as reported by Rido et al. (2013) also claimed that EFL teaching at vocational school emphasizes English as a medium of communication that students would have to use throughout their career. In dealing with that, teachers in Indonesia have attempted to integrate theories and methods from communicative language teaching (CLT) in their teaching process during classroom activities since this approach was developed in 1970s and quite utilized widely in many countries for teaching the English language. According to Anggraini (2018) this type of language

instruction is regarded as one of the most effective approaches in teaching a language as this technique easily provides students with ideas or concepts and enhances students' ability to comprehend and speak the language. This is also supported by Mulyanah et al. (2018), Wael et al. (2019), and Fu'adiyah (2021), who highlight that in the Indonesian education field, the using of communicative language teaching (CLT) during teaching and learning process gives positive progress in students' language skills and oral communication. Thus, English teachers need to use and experiment with this method of instructing the students in promoting them to be able to speak the target language.

Seeing how necessary the ability to communicate English is to be taught in a school, in recent years at SMK N 5 Barru since it was established in year 2014, this vocational high school is one of the high schools that attempted to adopt CLT in order to assist the language learning for students who enrolled in hospitality course regarding this program offered more exposure in the context of interaction and the needs of expecting the students after graduates have the capability to speak and communication skills in using the target language are demanded. In this sense, the English teacher tries to emphasize and practice it during classroom activities as this teaching strategy is designed for students to learn about the use of the English language practically through dialogue in kinds of conversation settings, such as learning English from authentic environments that usually happen in class, daily life, and short conversation from various resources in the online platform. These pedagogical strategies with a range of interactive language activities and conversational themes were designed and implemented in class through pair or small groups, role-play, presentation, voice or video recordings, and discussions in order to strengthen the student's learning and practicing the target language. Thus, this research aimed to investigate what learners perceive about the application of the English teacher's communicative language teaching (CLT) in helping them acquire the language and ultimately improve their speaking skills because their perceptions are tightly connected to their thoughts and responses toward the teaching and learning processes that use CLT methods. Therefore, students' attitudes or perceptions can be attributed as essential and determining factors in teaching and learning the target language effectively.

## **METHOD**

This research is classified into the descriptive qualitative research design. Descriptive qualitative was conducted in this study where the researcher presented data in words and explanatory form. In this line, Creswell (2012) defines qualitative research as an understanding inquiry process based on diverse methodological traditions that investigates a social or human issue. In addition, qualitative methods were employed when the purpose of the study was to describe phenomena, as well as the data collected consisted of opinions (interviews), behaviors, and documents that are not examined using statistical patterns. To summarize, the qualitative approach is used to observe, interpret, and comprehend the phenomenon. The participants involved 20% of students from twelfth-grade (XII) majoring in hospitality program at SMK N 5 Barru. The instrument used in this research was classroom observation, interview, and documentation. In getting the students' perceptions about CLT applied by

their teacher, the researcher's interview questions relate to the student's experience, knowledge, feeling, and thoughts as laid out in Patton (2002). The data collection then subsequently analyzed into three main phases: data reduction, data presentation, and conclusion, as proposed by Miles and Huberman (1994).

## **RESULT AND DISCUSSION**

### ***Result***

#### **Data Reduction**

In this research, the researcher observed and found that the implementation of the English teacher's CLT strategies prioritized several alternatives in applying CLT during classroom activities, such as discussion sessions, work in pairs, triads, or small groups, oral presentations, drills, role-play, and creating an authentic interaction through daily life conversation or situation. Throughout the six-meeting observation periods, the researcher discovered that the teacher had already followed the principle of CLT outlined by Richards (2006), such as making real communication, providing opportunities for learners to explore, tolerance with the learner's error, providing opportunities for learners to develop both accuracy and fluency, linked the other skills together in the teaching and learning process, and let students discover the grammar rules. Moreover, it was indicated the teacher use code-switching in utilizing the CLT methods. From that classroom observation, the researcher concluded that the English teacher makes lots of effort in exposing her students to easily acquire the target language and encourages them to practice the target language through CLT methods. For this reason, the researcher did not need to drop the data from classroom observation.

Furthermore, the researcher gathered all the interview data from the hospitality students, which contained various responses starts from their opinions regarding utilizing CLT methods toward their field of study, the changes or improvements they experienced in their level of comprehension, confidence, motivation, interesting activities and the challenges they encountered during their learning process in order to obtain and get in-depth the students' point of view regarding CLT methods in teaching them to use and speak the target language. Based on the interview result, the researcher concluded that the hospitality students still remain more adaptable and get used to learning and practicing the target language through CLT methods. To highlight, these finding data from interviews are collected without data reduction since the findings are needed in relation to the English teacher's teaching practice and hospitality students' learning language.

#### **Data Display**

##### 1. Observation

Table 1. Hospitality Classroom Observation Result

<b>No</b>	<b>Guidelines</b>	<b>Checklist</b>
1.	Principles in CLT (Richards, 2006)	
	a) Make real communication the focus of language learning.	√

	b) Provide opportunities for learners to experiment and try out what they know	√
	c) Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence	√
	d) Provide opportunities for learners to develop both accuracy and fluency	√
	e) Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.	√
	f) Let students induce or discover grammar rules.	√
		<b>Observation Notes/Descriptions</b>
2.	Types of CLT activities applied in hospitality classroom.	
	a) The CLT is applied to individual tasks or self-practices.	Students were instructed to perform a presentation individually in front of the class and interact with the audience and the teacher also required each of them to use English language every time their class started, even if they just wanted to get permission to enter or leave the classroom.
	b) The CLT is applied to pair work.	The teacher instructed the students to have a dialogue in pairs based on the given topic such as how to introduce themselves and others, and share stories about their daily life.
	c) The CLT is applied to role-play.	Through the task in pairs or small group, the teacher instructed the students to perform role-play activities based on real-life events or experiences; self-introduction, telling someone what they did, and directed them to practice another role-play activities in real-life scenarios that they never had, such as acting out various kinds of roles in hotel divisions and departments.
	d) The CLT is applied to a small group activities and discussions.	The teacher encouraged all students to practice their speaking and learn from one another within their groups by the way the teacher tried to create fun quiz activities in groups and divided a group of students playing a conversational role of various hotel departments. To keep the communication going on consistently, the teacher attempted to promote the students to perform as well as practice their speaking by making active discussion activities. The teacher also guided the students to improve their pronunciation and expression through read aloud together the brief-dialogue of telephoning conversation.
	e) Code-switching used in utilizing CLT methods.	The teacher used code-switching or combine her language with Indonesian and English

		language during teaching and explaining the materials since the students still lacked the ability to understand their teacher when speaking using the target language.
	f) The integration of some applications and online platforms in utilizing CLT.	The teacher encouraged the students to use extra tools and applications such as video or voice recording, WhatsApp, WordWall, Canva, and YouTube to attract and boost students' interest in practicing speaking and having fun while learning and doing activities involving communication.

## 2. Hospitality Students Interview

Table 2. Hospitality Students Interview Result

<b>The Effectiveness In Implementing CLT</b>	
1	<p>What do you think about the learning process through CLT in your English class? Is CLT helping you improve your speaking?</p> <p>The result of the study reveals that most of the participants showed a positive response towards the implementation of their teacher's CLT strategies in improving their speaking ability. They stated that the employment of CLT during the six meetings was quite good for practicing their speaking. The participants' responses can be observed in excerpts 1, 2, 5, and 6.</p> <p><i>Excerpt 1 : "I think CLT is quite good for practicing our speaking because it is required in hospitality to be good at speaking; good in English, so, for me, it's really helpful." (P1)</i>  <i>Excerpt 2 : "The CLT is good. It helped me improve my speaking a little bit." (P2)</i>  <i>Excerpt 5 : "It improved my speaking. I think it is good. It helped." (P5)</i>  <i>Excerpt 6 : "It helps in speaking. To train us in speech." (P6)</i></p> <p>However, participants 3 and 4 indicated that it was still quite difficult to use CLT in their learning process due to the need to speak up when carrying it out. The participants' responses can be identified in excerpts 3 and 4.</p> <p><i>Excerpt 3 : "It's quite difficult because we have to speak." (P3)</i>  <i>Excerpt 4 : "it helps me. It's quite good. Although it is still difficult for me to speak." (P4)</i></p>
2	<p>After using CLT, do you become more understand when your teacher speaks English? Is there any improvement?</p> <p>The findings indicated that four of six participants stated that their level of understanding when their teacher spoke in English had improved slightly but not extensively. The participants' responses regarding their improvements can be seen in excerpts 7, 8, 9, 10, 11, and 12.</p> <p><i>Excerpt 7 : Yes. I understand when the teacher speaks English. It's quite better than before. So, it improved. For me, the teacher must speak continuously in class so that we get used to it. (P1)</i>  <i>Excerpt 8 : Yes. I understand a little bit. But Indonesia Language still needs to be used when the teacher gives an explanation. (P2)</i>  <i>Excerpt 9 : Good. It's quite good. There is an improvement. But it still needs to be translated so we can get more understanding. (P3)</i>  <i>Excerpt 10 : Not bad. But there are still many things that are difficult to understand. So teacher still have to mix Indonesian when teaching. (P4)</i>  <i>Excerpt 11 : Yes. I understand. It's quite good. But it's better if the teacher has to explain a lot using Indonesian. (P5)</i>  <i>Excerpt 12 : Yes, I understand. There's a slight improvement. (P6)</i></p>

	<p>Based on the answer above, it also revealed that most of the students preferred their teacher to combine her languages during the teaching and learning process because they believed that translating the language into their first language could help them distinguish and comprehend the intent of the language.</p>
3	<p>Do you agree CLT helps you be confident to speak?</p> <p>All participants agreed that the CLT helped them build their confidence when speaking. It included some communication classroom tasks and activities they noticed the teacher conducting during the teaching and learning process. The participants' responses can be found in excerpts 13, 14, 15, 16, 17, and 18.</p> <p><i>Excerpt 13 : It helps me feel more confident. For me, I like discussion sessions, which require us to speak up and I'm not shy to do so. This motivated me because I practiced interaction with friends directly and we were able to learn by using the applications, we learned to speak together in class. (P1)</i></p> <p><i>Excerpt 14 : It helps me to be confident in speaking. Because usually, we only learn grammar but still confuse when practicing. But in this context, we directly learn speaking and practice simultaneously with proper sentence structure when speaking. (P2)</i></p> <p><i>Excerpt 15 : Yes, it helps me a little bit. Because it is directly practiced, starting from dialogue conversations with friends and guiding us on how to pronounce it. (P3)</i></p> <p><i>Excerpt 16 : It helps me because we can practice speaking when we communicate and the teacher helps us practice speaking properly. (P4)</i></p> <p><i>Excerpt 17 : Yes, I gained confidence. It helps me to speak. At first, I found it difficult because we were used to being able to interact. But it really helped me because it not only focuses on learning the material but also requires speaking practice as well. (P5)</i></p> <p><i>Excerpt 18 : Yes. It helps me gain a little confidence. It's quite difficult, but the advantage is that we can practice speaking directly. (P6)</i></p>
4	<p>After using CLT, do you choose to speak with accuracy or fluency?</p> <p>The result of the study indicated that 3 participants preferred both; speak with accuracy and fluency. This involved some reasons such as they believed that both play an important role in complementing each other in producing a language so as to be a good speaker. The participants' answers regarding their choices can be figured out in excerpts 20, 23, and 24.</p> <p><i>Excerpt 20 : Both are important. Because accuracy and fluency must complement each other when it comes to speaking. (P2)</i></p> <p><i>Excerpt 23 : For me, I choose accuracy and fluency. Because we cannot speak accurately if we are not fluent in speaking and vice versa, we cannot speak fluently if we are not good in arranging the words out. (P5)</i></p> <p><i>Excerpt 24 : For me, I choose both. Because it's equally important for us to use when speaking. (P6)</i></p> <p>Participants 3 and 4, on the other hand, made different choices than participants 2, 5, and 6, indicating that they preferred to speak with accuracy rather than fluency. The participants' responses can be seen in excerpts 21 and 22.</p> <p><i>Excerpt 21 : I choose accuracy in speaking. If the language is correct, we can speak well. (P3)</i></p> <p><i>Excerpt 22 : I prefer accuracy in speaking. If we are accurate in speaking, we can speak with confidence about what we are talking about. (P4)</i></p> <p>On top of that, participant 1 also had a different view than other participants in which participant 1 preferred speaking fluency over accuracy. The participant believed that fluency</p>

	<p>in speaking surely indicated that the speaker also speaks accurately. The participant's response can be seen in excerpt 19.</p> <p><i>Excerpt 19 : I choose to speak fluently because for me, speaking accurately is not always fluent. If we speak fluently, surely our language will also be correct. (P1)</i></p>
<b>CLT Strategies Preferred In Hospitality Program</b>	
5	<p>Do you think CLT strategies are useful for the hospitality program? Why? What should your teacher need to improve?</p> <p>In answering this question about their perceptions towards CLT as well as their teacher in implementing the CLT strategies to assist them in improving their speaking ability, all participants stated that CLT strategies are useful for the hospitality program since the activities involved speaking practical English and promoted conversation and interaction. Besides that, participants also gave some suggestions for their teacher to improve her CLT strategies, such as being more focused on exposing students to the hotel's terms and practicing anticipated conversations that may occur in the hotel settings. Furthermore, the use of other platforms is also emphasized. The participants' perceptions and suggestions can be seen in excerpts 25, 26, 27, 28, 29, and 30.</p> <p><i>Excerpt 25 : Very useful kak because practice us in speaking. The teacher needs to improve more the use of CLT in hospitality programs. Students should have a lot of practice in pronunciation and if possible, the method of using more exciting applications so that we can practice it continuously in speaking. (P1)</i></p> <p><i>Excerpt 26 : CLT strategies are useful and good for practicing speaking. For me, hotel's terms are important because we have to know their English usage. And teachers have to push and get used to us speaking English often. (P2)</i></p> <p><i>Excerpt 27 : CLT strategies are useful to practice speaking from many ways. It can be used in daily life conversations as well. We should have been able to be taught the pronunciation of hospitality terms often because it would be applied later in future. (P3)</i></p> <p><i>Excerpt 28 : CLT strategies are useful. We practice daily conversation so that we can speak English confidently later when we work.(P4)</i></p> <p><i>Excerpt 29 : CLT strategies are useful for hospitality programs. Because of communication in CLT helped me to speak up. For the teacher, I think teacher should focus more on terms or conversations that commonly occur in hotels.(P5)</i></p> <p><i>Excerpt 30 : The CLT strategies are useful in hospitality. It is more exciting to practice speaking through dialogue like in YouTube, Google and then make it into video form or practicing the correct pronunciation. (P6)</i></p>

### Conclusion/Verification

#### 1. The CLT methods applied in hospitality classroom

Based on the classroom observation result, the researcher came to the conclusion that the classroom activities applied CLT-based methods in teaching and improving students speaking skills included individual task, pair or small groups work, role-play, and open discussion. The teacher also attempted to applied modern CLT approach through the use of technology advancements as a platform for the hospitality students' language learning process.

#### 2. The hospitality students' perceptions toward CLT methods applied in classroom activities

Based on the interview results, the researcher then concluded that the hospitality students' perceptions about the implementation of CLT in assisting them improving their speaking ability were as follows:



- a. Students felt quite positive about implementing CLT to practice their speaking, but they also found it quite challenging to implement in their learning process.
- b. The students' level of comprehension has increased slightly when their teacher speaks English, but they still prefer their teacher to mix her language with Indonesian in the classroom.
- c. Students agreed that CLT improved and boosted their confidence since the activities emphasized speaking practice.
- d. Students preferred to speak with accuracy and fluency.
- e. Students believed that CLT strategies' implementation was helpful for their disciplines and suggested that their English teacher should provide them with more practice and exposure to their fields of study.

### ***Discussion***

After conducting this research, it was determined that the English teacher employs a number of CLT classroom activities in her teaching practices of hospitality students. Based on the study, the teacher applied individual tasks by limiting each student to use their first language during English class and instructing them to perform presentations as a way to give them the experience of speaking by themselves and interacting in front of a crowd. This finding is consistent with the findings of Burhanuddin (2021) and Alam and Mohamed (2015), who showed that assigning the students individual work, such as performing a presentation, can improve their oral communication skills to speak in public. The finding of this research also revealed the teacher designed the CLT methods to pair work or small groups and role-play based on their life experience the experience they had not been such as conversations in hotel departments. From the dialogue assignment, they are required to communicate verbally with their partner or group in front of the class and send their conversation video to their group chat class. This is in line with Kusumawati & Theresia (2015) and Raihan et al. (2018), who found that dividing the students into groups or pairs and performing their speaking performance in front of the classroom expected them to actively speak through the class activities. Setiadi (2012) in his study also claim that through the small group, it was expected the students would speak English well.

On top of that, to promote consistent classroom communication, this study research also revealed that the teacher applied and emphasized active discussion to assist students to try to speak in a freer setting. This is in line with Setiadi (2012) and Baleghizadeh (2009) discovered that discussions or whole-class discussions prepare students to involve in the learning process confidently, supporting and making commitment to solve problems together. Moreover, Mangaleswaran & Azlina (2019) also proved that encouragement from teachers about kinds of activities in implementing CLT, such as open discussion and having question and answer sessions in the classroom, could provide students with opportunities to express and share their ideas in their English language classroom. Thus, the students' participation through the open discussion could affect their communication abilities and speaking performance. Then, this research discovered that the teacher applied exciting activities through the use of some applications in applying CLT tactics. This finding is in harmony with Kholstinina et al. (2021)

showed that a creative and modern approach to CLT in high school English classes could be contributed to the further growth of students' speaking skills and "generate" the foundation of speech.

Another point regarding this research is that the CLT methods applied by the English teacher to hospitality students incorporate the use of code-switching during teaching process since the students still struggle to understand the English language and have difficulty following the teacher's instruction when the class activities are fully conducted in English. This finding aligns with Oktaviani & Dwi (2018) discovered that code-mixing or switching is important to examine in delivering communication strategies in order help teachers teach more effectively and make it easier for the students to understand the material. This is also confirmed by the findings of Hakim (2022), who discovered that teachers need to focus on the concept of representation in CLT teaching instruction in order to enable the students grasp the meaning within the language. He went on to say that teachers should speak English to their students only at a level the students can understand.

Moreover, in accordance with the interview results, the researcher discovered the students have a positive responds toward the application of CLT activities in their English classes such as reading activities, practicing role-play, having a discussion, and utilizing kinds of applications as supported tools in teaching language through CLT which can progressively improve their speaking abilities, just as Komol & Sasitorn (2020) discovered that the students had a strong positive view towards the classroom activities recommended in the communicative teaching approach and thus they also supported that those kinds of activities can help students build self-esteem while also improving their listening and speaking skills. This finding also is in line with the finding research of Abdullah & Parilah (2015), Nasikah (2016), and Suphan (2020) which from these previous studies, in general, proved that CLT has a positive sight from the learners in their process of learning the language practically.

According to the findings of the interviews, hospitality students also agreed that CLT helped them become better speakers and increased their confidence in speaking since the CLT activities primarily focused on speaking practice. The students mostly said and admitted that they could practice their speaking directly while simultaneously learning to improve their grammar and pronunciation through interactions with their teacher and friends or by following the given dialogue conversation. The students then ultimately decided and preferred speaking in an accurate and fluent manner. This finding is in harmony with the finding research by Abdullah & Parilah (2015) pointed out that students were consistent with their beliefs that communication or fluency in speaking is necessary without neglecting that grammar or accuracy in speaking also plays an important role when it comes to a conversation and delivering a message. The students gave various responses regarding the importance of accuracy and fluency in speaking, and as a result, the roles from both of these were, in general, relatively similar. They believed that accuracy, specifically grammar is required since grammar acted as the principle of communication, while fluency also required because speaking fluently allowed a person to convey effectively. This is also supported by the findings of Ritonga et al. (2020) found that the lack of confidence further brings anxiousness because of poor language and pronunciation that affects the

students' speaking performance, which also leading difficulties for students to express their ideas.

Finally, according to the participants' interview results, it was found that they were also delighted if their teacher utilized CLT strategies with extra exposure to hotel terms, either in the context of pronouncing the terms or practicing kinds of conversational dialogue that typically found in hotels. Moreover, they also suggested their teacher to keep consistent in using other tools as well as internet-based applications to support their language learning, so that they are inspired to acquire knowledge and learn the language in an exciting way. In light of this finding was supported by Nawamawat & Payung (2021), verify that educators and teachers of English should apply the principles of teaching ELF communicative strategies, which means that the application of the old method of teaching standard native English needs to be avoided in order to enable persons to adopt the idea of speech and word patterns that English speakers may present during a conversation and accommodate their language with whoever speaks English. Nevertheless, in the perspective of the results being more exposure for the students to hotel terms, this finding is in line with Sartika et al. (2018), who underlines that focusing a communicative approach based on communication and real-life practical situations among the Hotel Department students at SMK N 7 Bengkulu could develop their language skills to be more able to speak the target language when interacting with hotel customers.

## **CONCLUSION**

The findings of this study provide a significant framework for considering the perspectives of vocational high school students in the hospitality program regarding the communicative language teaching (CLT) carried out by their English teacher to facilitate both teaching and improvement of the student's speaking abilities. This study affirmed that hospitality students consider that classroom activities and tasks based on CLT are beneficial and advantageous in developing their English language proficiency. Various kinds of CLT-based, such as one-to-one interaction and discussion sessions, build students' self-assurance in practicing speaking and communicating effectively, though on the one hand, they still admitted and noted some issues in implementing the speaking class by CLT that hampered its practical use, such as having a limited vocabulary, struggling to comprehend the language's meaning, could not speak fluently, and also having a psychological factors such as being unconfident or not the bravery of making a mistake were the reason that hinders them from practicing their speaking, and consequently makes it necessary for them to still require their teacher to continue using code-switching in their learning process. However, the views predominantly clarify that the communicative activities organized by their teacher in English class reflect positive perceptions and develop the students performance gradually by the way training them to actively speak consistently using the target language and thus, the recommendation of being more practices and exposures about their field of study with the integration of additional tools such as media or online platform to obtain an optimal result for their performance were their main hope in order to familiarize themselves with terms in articulating, offering, asking and giving information, suggesting or recommending, and so on. Ultimately, the students

perceived and realized that the process of learning English using this strategy is appropriate since it enables them to put their language knowledge and theories they have learned into practice. In short, the hospitality students believed that through many interactive activities, starting from producing proper pronunciation until practicing proper communication, could be affected and useful for their daily life conversations as well as can be applied later in the future once they are in the workplace.

The findings of this study suggest that it is important to figure out or discover students' opinions of addressing their needs during the learning process while meeting the guidelines of the English teacher in implementing CLT in the classroom. This study recommends that authentic activities should be conducted more frequently in class, even it just a simple conversation, as this may help hospitality students improve the communicative competence required not only in class but also beyond the classroom. To create an interesting and enjoyable activity in the classroom, the teacher might broaden or intensively involve the use of various media and the latest applications used in education to facilitate the teaching process by CLT since the students typically adhere to the usage of technological advancements. This study also considers the English teacher's effort to be supported by the school policy through encouraging the hospitality students to participate in any hospitality industry activities aside from the class with also having collaboration from other hospitality industries so that students get more disclosure and lots of experience in acquiring the new language. Alternatively, the school could create English weeks/days or English corners based on each course offered in order to support students' development beyond the classroom.

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