

IMPROVING STUDENTS' COMMUNICATION SKILLS BY USING MOVIES IN THE TEACHING OF ENGLISH FOR TOURISM SERVICE PROVIDERS

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Abstract: *This study aims at answering the problems: "Is the use of movies an effective method for improving students' verbal and non-verbal communication skills in the teaching of English for Tourism Service Providers?" and "Does the use of movies as an information and communications technology (ICT) for language teaching make learning more meaningful to students studying English for Tourism Service Providers?" The research was conducted at Hotel and Travel Departments of Sahid Tourism Institute of Surakarta from August 2014 to January 2015. There are 48 students of semester five and two English lecturers as research subjects. It uses three techniques for collecting data: observation and field notes, questionnaire, and in-depth interviewing. The research findings show that: (1) the use of movies is an effective method to improve students' verbal and non-verbal communication skills in the teaching of English for Tourism Service Providers and (2) the use of movies as an information and communications technology (ICT) for language teaching makes learning more meaningful to students studying English for Tourism Service Providers.*

Keywords: *movies, verbal and non-verbal communication skills, English for Tourism Service Providers*

Abstrak: *Penelitian ini bertujuan untuk menjawab masalah: "Apakah penggunaan film efektif untuk meningkatkan keterampilan komunikasi verbal dan non-verbal mahasiswa dalam pembelajaran bahasa Inggris untuk layanan wisata?" dan "Apakah penggunaan film sebagai teknologi informasi dan komunikasi (TIK) untuk pembelajaran bahasa membuat belajar lebih bermakna bagi mahasiswa yang belajar bahasa Inggris untuk penyedia layanan wisata?" Penelitian deskriptif kualitatif ini dilakukan di Program Studi Usaha Perjalanan Wisata and Perhotelan Sekolah Tinggi Pariwisata Sahid Surakarta mulai Agustus 2014 sampai dengan Januari 2015. Subjek penelitian meliputi 48 mahasiswa semester lima dan dua dosen bahasa Inggris. Penelitian ini menggunakan tiga teknik pengumpulan data: observasi dan catatan lapangan, kuesioner, dan wawancara mendalam. Hasil penelitian menunjukkan bahwa: (1) penggunaan film efektif untuk meningkatkan keterampilan komunikasi verbal dan non-verbal mahasiswa dalam pembelajaran bahasa Inggris untuk layanan wisata dan (2) penggunaan film sebagai teknologi informasi dan komunikasi (TIK) untuk pembelajaran bahasa membuat belajar lebih bermakna bagi mahasiswa yang belajar bahasa Inggris untuk penyedia layanan wisata.*

Kata-kata kunci: *film, keterampilan komunikasi verbal dan non-verbal, bahasa Inggris untuk penyedia layanan wisata*

INTRODUCTION

Since the development of tourism industries in Indonesia has been rapid and massive, teaching English for Tourism Service Providers at tourism schools nowadays has become more challenging than ever. In order to help students' improvement of verbal and non-verbal communication skills, English lecturers have to provide qualified teaching materials that are interesting, up-to-date, enjoyable, and support their creativity.

Some researchers have revealed that the use of movies in EFL classroom is an important part of the curriculum. Lou (2004) found that movies catch the learners' interest and it can positively affect their motivation to learn. Kusumarasyati (2004) stated that movies provide exposures to real language, used in authentic settings and in the cultural context which the foreign language is spoken. Moreover, Ismaili (2013: 129) found that teachers can employ movie-based instruction to improve students' listening and speaking skills; teachers can increase students' interests and learning motivation by incorporating movies in the reading activities; activities derived from the films, such as dictation, group discussion and oral presentation can also enhance students' listening and speaking skills.

Some lecturers find difficulties to teach English for Tourism Service Providers which not only make students active and creative, but also use effective and enjoyable method. Short movies are strongly predicted as an enjoyable source for improving students' verbal and non-verbal communication skills, but they are still needed to test their effectiveness and meaningfulness which encourage their activity and creativity. Therefore, the objectives of this study are: (1) to analyze the effectiveness of teaching English for Tourism Service Providers for improving verbal and non-verbal communications through the use of movies and (2) to examine if using movies make learning

more meaningful to students studying English for Tourism Service Providers.

In the job as tourism service providers, employees will be communicating with a variety of guests every day. A lot of this communication will occur face-to-face. Effective face-to-face communication requires good verbal and non-verbal communication skills. Verbal communication is the messages sent with words. It's what someone actually says. On the other hand, nonverbal communication is the messages someone sends with his/her body. Some people call it a body language, such as facial expressions (smiling, frowning, raising eyebrows, eye contact), gestures (waving hand, pointing finger, crossing arms) and posture (the way someone stands or sits). Nonverbal communication also includes the tone and pitch of voice. So, verbal communication is the words, but nonverbal communication is how someone says the words. Nonverbal communication is an important part of the communication process. Up to two-thirds of the meaning of a message can come from nonverbal communication. So, it is very important that receptionists are aware of it. A facial expression or simple hand gesture can show how s/he feel, what s/he like or dislike and if s/he care or not (Purnomo, 2014:71).

A number of researchers claim the total impact of communication breaks down as 7% verbal (the words we use), 38% vocal (the volume, pitch, rhythm, tone of our words) and 55% body movements (our facial expressions, positioning, gesturing). Sometimes a person's nonverbal communication may not match his/her verbal communication. For example, a person may be saying nice things, but has crossed arms and a frown on his/her face. When this happens, the message can be very confusing. Is the person being friendly, or is s/he a little bit angry? Effective communication occurs when the verbal and nonverbal communication skills send the same

message (Purnomo, 2011:112).

The manner in which Information and Communications Technology (ICT) was embedded into the English syllabus in its final stage has been controversial with many believing that if ICT is to be genuinely embedded across the curriculum then the outcomes and competencies should be generated as a natural part of the syllabus development process rather than inserted in the final stages of syllabus development (Leete, 2005). However despite these criticisms of the process and concerns about equity and access, there can be no doubt about the importance of ICTs in English. The ICT is most effective when embedded in the curriculum, and integrated into units of work (Dickinson, 1998). English teachers can maximize the impact of ICT in their classrooms by ensuring that they and their students use ICT as an integral part of lessons, present ideas dynamically, and use a range of media (Becta, 2006). ICT should be integrated in such a way as to require purposeful application and meaningful engagement with the technology. Because of its interactive and dynamic nature, ICT has the potential to meet the needs of individual students by providing opportunities to direct their learning and to pursue information, or complete tasks, in ways which meet their own interests and needs (Computer based technologies in English KLA, 1997: 6).

Movies are important tools when learning a language but it becomes even more relevant if we are teaching English with a specific purpose that implies dealing with specific situations, like in this case English for Tourism Service Providers. The movies can attract classroom activity in which learners take on a 'role', they play the part of actors in the scene, from a simple discussion between a guest when asking for directions in a new city or at the airport, to more elaborate conversation about the entertainment and art performances. Movies are useful tools not only for

developing verbal communication skills, but also for increasing non-verbal communication skills.

The role of the movies is important, but the role of the lecturer is also crucial. Therefore how to use movies is another important point. As suggested by Hu (2006), a lecturer plays a very important role in a class because he acts as an organizer, a controller, a participant, a facilitator and an evaluator as well as a researcher or an investigator. In order to make the activity run smoothly and efficiently before the activity take place, the lecturer should: (1) give instructions clearly and concisely; (2) control the pace; (3) join one or two groups as an ordinary participant during the role-playing; and (4) consider some questions or activities before the class starts watching the movies. Additionally, Xu and Guo (2007) suggested that while watching the movies, the lecturer should also pause the movies to let students think about certain activities, and it could be replayed for as many times as possible for students to understand and imitate.

METHOD

This study is of a qualitative and descriptive nature. It uses three techniques for collecting data: (1) observation and field notes, (2) questionnaire and (3) in-depth interviewing.

The observation and field notes were done to the process of teaching and learning English for Tourism Service Providers which was managed by a lecturer. The researcher used observation technique namely passive observation as explained by Spradley (1980:88). In this activity, the researcher presented in class and sat down at the back of the class to observe the teaching and learning process and wrote important notes.

The questionnaire was distributed to the students at the end of class to know the effectiveness of their teacher's methods of teaching; to assess their improvement of verbal and non-verbal communication

skills; and to know their opinions related to the meaningfulness of teaching and learning English for Tourism Service Providers by the use of movies.

The in-depth interviewing was done by the researcher to the lecturer and the fourty eight students. The purpose of interviewing the lecturers is to obtain information about their understanding on the concepts of the use of movies, the methods to teach them to their students, and the factors which strike the teaching through the use of movies. The purpose of interviewing the students is to know their responses to the teaching of English for Tourism Service Providers through the use of movies.

FINDINGS AND DISCUSSION

A research finding analysis of each aspect of the use of movies for improving verbal and non-verbal communication skills in teaching English for Tourism Service Providers will help establish how teaching practices, skills and knowledge relate to the meaningfulness of the method to students studying this subject.

The learning materials of English for Tourism Service Providers are developed with the following topics: (1) handling reservations, (2) meeting guests at the airport/railway station, (3) providing information upon arrival on the way to hotel, (4) checking guests in, (5) handling telephone enquiries, (6) giving directions, (7) giving information about art performances and entertainment, (8) serving meals at restaurants, (9) serving meals in guest rooms, (10) serving amenities in guest rooms, (11) handling guest complaints and (12) checking guests out. The learning materials are taken from a coursebook entitled *English for Tourism Based on Local Needs* written by Sri Samiati, Joko Nurkamto and Budi Purnomo (2010). The movies are taken from selected websites. The following is an example of a movie taken from www.youtube.com/watch?v=wyqfYJX231g entitled *Checking-in into a hotel*.

Dialog between a receptionist (R) and a guest (G):

R: Good morning. Welcome to the Transnational Hotel. What can I do for you?

G: Good morning. My name is Tom Sanders. I have a reservation for a single room for three nights.

R: All right Mr. Sanders. Let me pull up your reservation...I cannot seem to find a record of your booking. Did you book directly to us, or did you use a hotel reservation service or a travel agent?

G: I booked it directly through you. I've already also paid a deposit on the first night. I have a reservation number if that helps.

R: Yes. Sure. Can I see that, please? Thank you....Oh, I see. Maybe there was a glitch of with the booking system. Well, we don't have any more single rooms available, with the exception of one adjoined room. But, you would then be right next door to a family with children, which might get noisy. But that's not a problem. I can upgrade you to one of our business suites. They all come with jacuzzis!

G: Oh! That sounds nice. But how much more is that going to cost?

R: That would of course be at no extra charge to you.

G: Oh, thank you.

R: My pleasure.

G: What about the wireless internet?

R: Oh, it's really easy. This is your access code and instructions on how to use it. If you have any problems, feel free to call the front desk. And this is a list of all the hotel amenities, like the gym and the indoor pool.

G: Ah. Thank you very much.

R: You are welcome. Has the valet already taken your car or you will be needing a parking pass?

G: Oh. I don't have a car. I took a taxi from the airport.

R: Alright. Could I have some form of ID please? And could you just fill out this registration form?

G: Sure. Here's my driver's license.

R: Thank you. Oh. You're from San Francisco.

G: Yes, I am. All the way from the west coast!

R: I hope you had a good trip.

G: Yes. I did, thank you. The flight was long but it was smooth and I slept almost the whole way.

R: And is this your first time in the Big Apple?

G: Yes, it is. I have a business conference to attend, but I'm looking forward to getting some sightseeing done as well.

R: Well, I'd be more than happy to give you some sightseeing tips if you need any.

G: Thank you.

R: Alright. I've got you all checked in to your room. This is your room key. You're in room 653. Just take the elevator on the right up to the 6th floor. When you get off the elevator, turn right. Your room is at the end of the corridor on the left-hand side....Just leave your suitcase here and the bellboy will bring it up.

G: Great. Thank you very much.

R: If you need anything please feel free to dial the front desk. Enjoy your stay.

G: Thank you.

R: You're welcome.

Since the above dialog in the movie is a proper Hotel Front Desk Check in, it is also compared with the poor check in service, such as in a movie entitled *Front Desk Skills: the Good and the Bad* taken from www.youtube.com/watch?v=xGCetremvjy4 to show the students that a dialog is acceptable, more meaningful and showing appropriate verbal and non-verbal communications than the other.

The research findings show that: (1) the movies enrich students' active vocabulary and ease of communication through the use of field-specific expressions applied to authentic situations; (2) students have the opportunity to learn proper pronunciation and emphasis from native English speakers; (3) the movies allow students to observe and engage in realistic and entertaining hospitality-oriented scenarios; (4) the use of movies help students work in pairs and communicate to understand roles each other; (5) the movies from everyday work (at the reception counter, in the guestroom, in the bar, in the restaurant etc.) introduces students to interacting and communicating

with guests; and (6) the results of questionnaire and in-depth interviewing indicate that at the end of the learning-teaching process, most of the students have improved their verbal and non-verbal communication skills. The findings imply that movies as ICT devices are not only effective for improving students' verbal and non-verbal communication skills, but also make learning more meaningful to students studying English for Tourism Service Providers.

From the interviews with the lecturer, it is found that using movies in English for Specific Purposes (ESP) classroom has both benefits and challenges. Although movies should be used as tools to teach in ESP classroom is still being discussed, the findings indicate strongly that, if a lecturer uses the right methods, the advantages of using movies will ultimately give advantages. The problem is that different lecturers may still have different concepts on how to use movies to teach. It is meaningful for researchers to figure out the proper ways on how lecturers should use movies in the classroom.

From the interviews with the students, there are some comments their lecturer must pay attention to. First of all, the lecturer should make sure that he is well prepared before class. He should know his roles in his class. He is an organizer, a controller, a participant, a facilitator, an evaluator as well as a researcher or an investigator. He must pay close attention to the selection of movies; appropriate for the levels of students; and movies must meet the interest of students; and movies cannot be too complicated.

The lecturers could list some important points of vocabulary and pronunciation which students may not know. He can design specific activities according to their students' needs. In addition, during the class time, the lecturer should control the pace. He can first make a brief explanation about the backgrounds of the movies; help students understand that a certain professional aspect is

important. He can also explain those difficult points that he lists before class to his students. It is a good idea to ask students to find answers to a couple of questions before playing the movies.

Sometimes a replay of an important section is needed. The lecturer can also ask students to express their opinions, discuss in groups, share their ideas with the class, or role-play. He should also give students feedback if they have problems or need a help.

CONCLUSION

The two research questions stated in the Introduction has been able to be answered in this research. The analysis has indicated that the use of movies is an effective method in teaching English for Tourism Service Providers. Moreover, movies have proven successful to simulate real life situations for the verbal and non-verbal communication skills by incorporating things that support meaning and make learning more meaningful to students studying English for Tourism Service Providers.

Referring to the results of this research, the researcher recommends the English lecturers at vocational colleges to undertake classroom-action researches on the use of movies to improve students' verbal and non-verbal communication skills and to solve the problems for the sake of quality improvement of their teaching English for Specific Purposes, such as English for Tourism Service Providers.

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