

THE LESSON PLAN

- **Topic :** How to handle check-in.
- **Objectives :**
 - The staff will be able to add to their vocabulary words about how to handle check-in.
 - The staff will be able to speak English clearly.
 - The staff will be able to handle check-in with tourists who will stay there.
- **Material :** Adapted from a book *English for Professional accommodation Services* by Sutanto Leo, published by PT Gramedia Pustaka Utama in 2003.
- **Skills :** Reading, speaking, grammar, listening, and pronunciation.
- **Technique :**
 - **Appetizer :**
 - 3' Teacher greets the staff.
 - 3' Teacher explains about the lesson of the day.
 - **Main Course :**
 - 5' Teacher gives handout to the staff and ask the staff to read "special expressions".
 - 10' Teacher reads "special expression" one sentence at a time, then the staff repeat it.
 - 3' Teacher asks the staff to read Dialogue A, while teacher explains difficult words which are not understood by the staff.
 - 10' Teacher asks the staff to practice Dialogue A in pairs, while the teacher monitors them.
 - 3' Teacher asks the staff to read Dialogue B, while teacher explains difficult words which are not understood by the staff.
 - 10' Teacher asks the staff to practice Dialogue B in pairs, while the teacher monitors them.

- 4' Teacher asks the staff to read Dialogue C, while teacher explains difficult words which are not understood by the staff.
- 15' Teacher ask the staff to practice Dialogue C in pairs, while the teacher monitors them.
- 5' Teacher asks the staff to read “special expressions” and all conversation.
- 15' Teacher arranges a small test to examine the staff’s ability to make conversations matching with the topic (the staff have to do conversation both about check-in with reservation and about check-in without reservation), then teacher gives their feedback.
- **Dessert :**
 - 2' Teacher asks the staff to read again the material at home because it will be reviewed next week.
 - 2' Closing. Teacher says good bye to the staff.
- **Homework :**
 - Teacher asks the staff to re-read the material at home.

THE LESSON PLAN

- **Topic :** Laundry service & Escorting guests to the room.
- **Objectives :**
 - The staff will be able to add to their vocabulary about laundry service and many things which available in a room.
 - The staff will be able to speak English clearly.
 - The staff will be able to handle the guests who have a problem with laundry service, and the guests who check into their room.
- **Material :** Adapted from 2 books. First, *English for Professional accommodation Services* by Sutanto Leo, published by PT Gramedia Pustaka Utama in 2003. Second, *English for special Purpose : Hotel staff* by Lynne Visutskie, published by Kesaint Blanc in 2004.
- **Skills :** Reading, speaking, grammar, listening, and pronunciation.
- **Technique :**
 - **Appetizer :**
 - 3' Teacher greets the staff.
 - 3' Teacher explains about the lesson of the day.
 - **Main Course :**
 - 5' Teacher gives handout to the staff and asks the staff to read "special expressions".
 - 5' Teacher reads "special expression" one sentence at a time, then the staff repeat it.
 - 5' Teacher asks the staff to read Dialogue A, while the teacher explains difficult words which are not understood by the staff.
 - 10' Teacher asks the staff to practice Dialogue A in pairs, while the teacher monitors them.
 - 4' Teacher asks the staff to read vocabulary A.
 - 3' Teacher reads vocabulary A one word at a time, then the staff repeat it.

- 3' Teacher asks the staff one by one to translate in English the words which are said by the teacher (e.g. the teacher said "sepatu", and then the staff have to translate in English).
- 5' Teacher asks the staff to read Dialogue B, while the teacher explains difficult words which are not understood by the staff.
- 10' Teacher asks the staff to practice Dialogue B in pairs, while the teacher monitors them.
- 4' Teacher asks the staff to read vocabulary B.
- 3' Teacher reads vocabulary B one word at a time, then the staff repeat it.
- 3' Teacher asks the staff one by one to translate in English the words which are said by the teacher (e.g. the teacher said "lantai", and then the staff have to translate in English).
- 5' Teacher asks the staff to read all materials.
- 15' Teacher arranges a small test to examine the staff's ability to make conversations match with the topic (the staff have to do conversation both about laundry service and about escorting guests to the room), then teacher gives their feedback.
- **Dessert :**
 - 2' Teacher asks the staff to read again the material at home because it will be reviewed next week.
 - 2' Closing. Teacher says good bye to the staff.
- **Homework :**
 - Teacher asks the staff to re-read the material at home.

I start the apprenticeship at Cipaku Indah Hotel as a teacher who teaches the staff in each department (receptionist, financial accounting, food & beverages, bellboy, and laundry) from 15 January 2007 until 17 February 2007. My reason in choosing this institution is because the development of hotel sector in Indonesia is very fast nowadays. Another reason is because the location of Cipaku Indah Hotel is not so far from the location of Maranatha Christian University. My reason in choosing to teach English at Cipaku Indah Hotel is because English is the area of my study and I want to get an experience in teaching English to adult. I think that English is the main international language in the world and it has been used in many fields, one of them is in hospitality industry. Furthermore, the managers of Cipaku Indah Hotel expect their staffs to be able to speak English fluently. I take the material from 2 books. First, *English for Special Purpose: Hotel Staff* by Lynne Visutskie, which is published by Kesaint Blanc in 2004. Second, *English for Professional Accommodation Services* by Sutanto Leo, which is published by PT Gramedia Pustaka Utama in 2003, which is a lesson book for the English for Tourism class in D-III English Programme, Maranatha Christian University. These books give explanation about how to handle check-in, how to handle a problem with guests' laundry, how to escort guest to the room, etc. That is the reason I choose these books as the source of my teaching material.

Cipaku Indah Hotel was built on 27 December 1983. The owner is Hendro Wibowo and Luciana Wibowo. It is located at Jl. Dr. Setia Budhi in the North of Bandung. It has been renovated many times, including the addition of rooms, the addition of light, etc. On 19 March 1998, Cipaku Indah Hotel was admitted as a hotel which has 3-star-hotel standards. Renovations are still done to increase the quality of this hotel.

There are some qualifications to be an English teacher in Cipaku Indah Hotel. They are: graduated students or still studying at D-III or S1 majoring in English, have creativity, have ability to teach the staff, and are disciplined at work which means that I, as a teacher, have to teach according to the schedule.

I teach 3 classes. Each class has 7-12 students, with 90 minutes duration for every class. The topics are reception, financial accounting, food, beverages, bellboy, and laundry. On Mondays and Thursdays, the topics are reception and financial accounting. For Tuesdays and Fridays, the topics are food and beverages. Bellboy and laundry are the topics on Wednesdays and Saturdays. The teaching process takes place everyday from 2 pm to 4 pm, except Sunday.

My jobs are: preparing materials, teaching according to the schedule, giving marks for the staff, giving conversation test in class at the end of each lesson, giving support to the staff so that they feel confident to speak English, and evaluating the staff and reporting the result to the Director of HRD Cipaku Indah Hotel once a week. I have to report to the Director of HRD Cipaku Indah Hotel about the staff members who have made a progress on his or her speaking. My report will be a recommendation for the staff so that he or she will be given an opportunity to make a conversation with tourists who stay in the hotel.

The difficulties I have during the teaching process are that some of the staff are not able to clearly pronounce and understand a conversation text well, while the others are able to pronounce and understand it clearly. I, as the teacher, have to read a conversation text out loud with the right pronunciation more than once, then some of the staff who are not able to pronounce clearly repeat after me. I also translate an English conversation text into Indonesian language so that they can understand it. Then, I ask the staff who are able to pronounce and understand a conversation text well to read the next material. Sometimes they are not confident to pronounce a difficult word. I, as the teacher, always have to

motivate them and say that they can repeat it. Other than the difficulties mentioned above, I have a little difficulty in making games that are appropriate with the materials and the staff in the class. So, I often ask them to practice conversation in their real working place so that they do not get bored.

In the teaching process, I use English skills, like writing, listening, speaking, reading, and pronunciation. Writing skill is used when I write some of the materials on the white board. I use listening skill only when the staff do conversation. Speaking skill is used when I give examples of conversation to the staff, when I greet them, and sometimes when I give instructions and explanation to them. I use reading skill when I read and prepare the materials from the book (*English for Tourism* and *English for Special Purpose: Hotel Staff*). Pronunciation skill is used when I give examples to the staff on how to pronounce words clearly. I sometimes use Indonesian language as well because not all of the staff are able to speak and understand English clearly, so I have to explain what they do not understand from the materials, also give my instruction and explanation in Indonesian.

The lessons from D-III English Maranatha Christian University which have supported me as a teacher in this apprenticeship are Techniques for TEFL, Grammar subjects, Speaking/Conversation subjects, English for Tourism, and Listening subjects. Techniques for TEFL supports my teaching because it helps me in making lesson plans. Grammar subjects make it easier for me to explain a little about grammar. Speaking/Conversation subjects support my teaching a lot because I have to speak and do conversation fluently in the class. Some of the materials are taken from English for Tourism class. So, English for Tourism supports my teaching a lot in terms of teaching materials. Listening subjects also support my teaching in monitoring the staff, especially when they do conversation.

After the Supervisor evaluates my apprenticeship, I find my weaknesses and strengths. My weaknesses are that I cannot use the projector easily, that I am not so firm when teaching in the class, and that I do not have good listening skill. My strengths are that I have good morality, integrity, loyalty; that I am disciplined; and that I can make good group conversations and explain the materials to the staff clearly; also that I can speak English to give conversational examples to them.

In conclusion, I think that the apprenticeship in Cipaku Indah Hotel is very useful not only for me as the teacher, but also for the staff of Cipaku Indah Hotel. With this apprenticeship, I get many advantages. I get not only teaching experience, but also working experience in a company. Besides, this apprenticeship gives me more knowledge. First, I can develop my creativity in teaching (e.g. in giving examples that match with their occupation in the hotel). Second, it gives me valuable information about an organization, especially about the organizational structure of Cipaku Indah Hotel. On the other hand, it helps the staff of Cipaku Indah Hotel to speak more fluently with tourists who stay in the hotel. As a suggestion for Cipaku Indah Hotel, I think this Hotel should give opportunities to their staff to do conversation directly with tourists who stay there so that they can be more confident to speak English. Besides, for D-III networking program, I think it will be better if the students are help by a supervisor in making apprenticeship report so that they can not be confuse to make it.