English Language Needs of Restaurant Waiters & Servers at Pepito Grand Wahid Hotel Restaurant: A Target Situation Analysis

THESIS
Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan

Barrio Senofajar Santoso
112010022

ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF LANGUAGE AND LITERATURE
SATYA WACANA CHRISTIAN UNIVERSITY
SALATIGA
2016
English Language Needs of Restaurant Waiters & Servers at Pepito

Grand Wahid Hotel Restaurant: A Target Situation Analysis

THESIS
Submitted in Partial Fulfillment
Of the Requirements for the Degree of
Sarjana Pendidikan

Barrio Senofajar Santoso
112010022

Approved by:

Neny Isharyanti, S.Pd, M.A.     Prof. Dr. Gusti Astika, M.A
Supervisor                 Examiner
COPYRIGHT STATEMENT

This thesis contains no such material as has been submitted for examination in any course or accepted for the fulfillment of any degree or diploma in any university. To the best of my knowledge and my belief, this contains no material previously published or written by any other person except where due reference is made in the text.

Copyright © 2016. Barrio Senofajar Santoso and Neny Isharyanti, S.Pd, M.A.

All rights reserved. No part of this thesis may be reproduced by any means without the permission of at least one of the copyright owners or the English Language Education Program, Faculty of Language and Literature, Satya Wacana Christian University, Salatiga.

Barrio Senofajar Santoso
Table of Contents

Cover Page ................................................................................................................. i
Approval Page ........................................................................................................... ii
Copyright Statement ................................................................................................. iii
Table of Contents ..................................................................................................... iv
List of Tables ............................................................................................................. v
ABSTRACT ............................................................................................................. 1
INTRODUCTION ..................................................................................................... 1
RIVEW OF LITERATURE .................................................................................... 5
   A. Definition of English for Specific Purpose (ESP) ............................................. 5
   B. Definition of Need Analysis ............................................................................. 6
   C. Definition of Language Need ........................................................................... 7
       1. Necessities ..................................................................................................... 8
       2. Lacks .......................................................................................................... 8
       3. Wants ......................................................................................................... 8
   D. Need Analysis Approaches .............................................................................. 9
       1. Target Situation Analysis (TSA) ................................................................ 9
       2. Present Situation Analysis (PSA) ............................................................... 9
   E. Previous Study ................................................................................................. 9
RESEARCH METHODOLOGY .............................................................................. 11
   Participants .......................................................................................................... 11
   Context of Study .................................................................................................. 11
   Instrument of Research ........................................................................................ 11
   Data Collecting Procedure ................................................................................... 12
   Data Analysis ..................................................................................................... 12
DISCUSSION ........................................................................................................ 13
   1. Participants’ Profile ..................................................................................... 13
   2. Need Analysis on the Participants ................................................................ 14
       a. Needs ..................................................................................................... 14
       b. Lacks .................................................................................................... 17
       c. Wants ................................................................................................... 19
CONCLUSION ...................................................................................................... 22
ACKNOWLEDGEMENT ...................................................................................... 24
REFERENCES ...................................................................................................... 25
APPENDIX ........................................................................................................... 27
List of Tables

Table 1. Participants’ Profile..................................................................................13
Table 2. Participants’ Needs......................................................................................14
PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Barrio Senoputra Sautoso
NIM : 112010022
Email : Barrio.855@gmail.com
Fakultas : Fakultas Ilmu Budaya & Senstra
Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : English Language Needs of Restaurant Waiters & Servers at Revito Grand Wok & Hotel Restaurant: A Target Situation Analysis
Pembimbing :
1. Nery Tjahyawati, S.Pd., M.A
2. Prof. Dr. Gusti Astika, M.A

Dengan ini menyatakan bahwa:

1. Hasil karya yang saya serahkan ini adalah asli dan belum pernah dijukan untuk mendapatkan gelar kesarjanaan baik di Universitas Kristen Satya Wacana maupun di institusi pendidikan lainnya.
2. Hasil karya saya ini bukan cadangannya/terjemahan melainkan merupakan gagasan, rumusan, dan hasil pelaksanaan penelitian/implementasi saya sendiri, tanpa bantuan pihak lain, kecuali arahan pembimbing akademik dan narasumber penelitian.
3. Hasil karya saya ini merupakan hasil revisi terakhir setelah dijukan yang telah diketahui dan disetujui oleh pembimbing.
4. Dalam karya saya ini tidak terdapat karya atau pendapat yang telah ditulis atau dipublikasikan orang lain, kecuali yang digunakan sebagai acuan dalam naskah dengan menyetujui nama pengarang dan dicantumkan dalam daftar pustaka.

Pernyataan ini saya buat dengan sesungguhnya. Apabila di kemudian hari terbukti ada penyimpangan dan ketidakbeasaran dalam pernyataan ini maka saya bersedia menerima sanksi akademik berupa penundaan gelar yang telah diperoleh karena karya saya ini, serta sanksi lain yang sesuai dengan ketentuan yang berlaku di Universitas Kristen Satya Wacana.

Salatiga, 26 April 2016

Barrio Senoputra Sautoso

F-LIB-080
PERNYATAAN PERSETUJUAN AKSES

Saya yang bertanda tangan di bawah ini:

Nama : Barrio Senopajur Santosho
NIM  : 112018022    Email : Barrio.BSS@gmail.com
Fakultas  : Fakultas Bahasa & Sastera  Program Studi : Pendidikan Bahasa Inggris
Judul tugas akhir : English Language Needs of Restaurant Waiters & Servers
                     at Pepito Grand Wajih Hotel Restaurant: A Target Situation Analysis

Dengan ini saya menyerahkan hak non-eksklusi* kepada Perpustakaan Universitas – Universitas Kristen Satya Wacana untuk menyimpan, mengatur akses serta melakukan pengelolaan terhadap karya saya ini dengan mengacu pada ketentuan akses tugas akhir elektronik sebagai berikut (beri tanda pada kotak yang sesuai):

☑ a. Saya mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA

☐ b. Saya tidak mengijinkan karya tersebut diunggah ke dalam aplikasi Repositori Perpustakaan Universitas, dan/atau portal GARUDA**

* Hak yang tidak terbatas hanya bagi satu pihak saja. Pengguna, peneliti, dan mahasiswa yang menyerahkan hak non-eksklusi kepada Repositori Perpustakaan Universitas awal menggunakan hasil karya mereka masing-masing memiliki hak copyrigth atas karya mereka.

** Harap akan memanfaatkan hak hukum undang-undang. Patuhan ini harus ditumpangi dengan pengetasan alasan tersela dari pembimbing TA dan dibuatlah dalam penggunaan hak cipta dibawahnya.

Demikian pernyataan ini saya buat dengan sebenarnya.

Salatiga, 26 April 2016

Barrio Senopajur Santosho

Mengetahui,

Neng Ikharyanti, M.A.
Tanda tangan & nama terang pembimbing I

Prop. Dr. Inak Astika, M.A.
Tanda tangan & nama terang pembimbing II

F-LIB-081
This study aims at identifying English language needs of waiters and server staff at a hotel restaurant. The participants of this study were 3 male and 3 female senior Food and Beverages staffs of Pepito Grand Wahid Hotel Restaurant, Salatiga. The data of this study were collected through interviews of the target situation of the participants. The result of this study indicates that speaking skill was the major need of the waiters and servers in the hotel because oral communication is the most frequently used skill to communicate with the guests. Besides that, some problems were found in listening such as listening to the accents and the dialects. Listening skill is also needed by the waiters and servers since speaking and listening are interrelated skills. Based on the findings, one suggestion was proposed: to prepare a Language Training program to improve the English language skills of the staff.

Keywords: ESP, Needs Analysis, Target Situation Analysis, Hotel Restaurant, Waiter and Server

INTRODUCTION

English has become an international language that is used for communication in business, education, entertainment, and so on. English is the language most widely spoken language in the world (Baruah 2006), and also being learned by the people across the globe. English plays a vital role in economic progress, modern technology, internationalization, as well as the Internet and The World Wide Web. As we know, we use English everyday through our cellphones, our computer, when we are studying, talking to friends or colleagues, and also from the TV shows although there is a subtitle below the screen. In the context of Salatiga, many foreigners whose
mother tongue is English come to Indonesia to learn at the International School or as an exchange student from their school. That’s why we see many foreigners on the streets of Salatiga and many of them cannot speak Indonesian really well because they think that they only come here for a short period of time like for a student exchange program, or in a vacation because they love the weather of our country. However, whether they stay for a short or long period of time they have to speak with the locals because they need to buy some food for eat, stay in a hotel for sleep, buying souvenirs and many more. In terms of communicating, both the speaker and the listener should know what each other mean so there is no miscommunication. According to Wardaugh (1992), communication is defined as the process of transmitting information from the source to the receiver. Communication can be a problem if we don't know about what people need and want.

There are a lot of professions that need good skills in using language and one of them is in hotels. Some hotels in Salatiga also have a café or restaurant within the hotel with waiters to wait and serve the customers. In Salatiga, a job of being a waiter is the easiest job to get because to be a waiter there is no need to have many experiences and skills. Therefore, people who sign up to be a waiter usually only have low education and their English skills may not be really good. Waiters and servers in Salatiga are mostly only high school graduates. They only know simple English, and they seldom use English to communicate because they work in Indonesian or Javanese language environment. This is in line with Hutchinson and Waters (1987) who argue that “learners were seen to have different needs and interest, which would have important influence on their motivation to learn and therefore on the effectiveness of their learning” (p. 8). Thus, the purposes of English course for
students with specialist language have to be well-designed and provide advantages to students to solve their difficulties in learning English.

The language that the waiters and servers use in the work place is the same language that is used in our daily life, but the needs of certain functions are higher in certain profession. The different job requires different language needs. Based on Richterich (1973), language needs are defined as “the requirements which are arise from the use of language in the multitude of situation which may arise in the social lives of individual groups” (p. 146). We cannot use an informal conversation language into a hotel conversation language because they are different. For example, a front officer employee would say “Good morning Mr. /Mrs., may I help you?” rather than “Hi there, can I help you?” or “May I write your order now?” rather than “Which food that you order?” Therefore, from those examples we can see that the waiters and servers in a hotel need a specific language functions and notions to communicate properly with the guests. The café waiters and servers have to decide which codes of language to use according to the function and the notion those are useful for them.

As waiters and servers, they must avoid miscommunication with their guests. In order to avoid miscommunication, they need to master the variations in English in terms of word choice, grammar, pronunciation, spelling, and register varieties. They also have to master the language skills such as listening, writing, reading and speaking so that they can communicate well with the guests. The guests can be from any country with different cultural background, and understanding them is challenging. Moreover, they bring different backgrounds, needs, and value to the communication setting. The kind of problem that the waiters and servers have to deal with is when they meet different guests with different mother tongues.
This situation pushes the waiters and servers to learn English for specific purpose, because mastering the general English is not enough to help them to communicate with the guests from different countries. Fulfilling the English needs of the hotel companies for the specific sector of the jobs, they need to learn English for Specific Purposes (ESP) to support their work based on their needs and their interest. Hutchinson and Waters (1987) pointed out that in ESP the central importance of the learners’ needs and their attitudes to learning are emphasized. ESP is needed because each sector has different needs of English functions and notions based on the professional job in the workplace.

The aim of this study is to identify the English needs of the waiters and servers employees at Pepito Grand Wahid Hotel Restaurant Salatiga, Indonesia. This study is important to do because as waiters and servers, they serve not only local guests who use Indonesian language but also foreign guests who mostly use English. To give good service, they have to be able to communicate well both in Indonesian as their mother tongue and in English as a global language to communicate with foreigners and the kitchen staff. The finding of this study would be useful for ESP course teachers in designing ESP courses for the waiters, servers, and kitchen staff at hotel’s cafe and for hotel employees in general. Therefore, the main question to be answered in this study was: “What are the language needs of the waiters and servers of Pepito Grand Wahid Hotel Restaurant?”
REVIEW OF LITERATURE

A. Definition of English for Specific Purpose (ESP)

The use of language in this globalization era is very important. Not only that it is used as a means for communication among people in an international setting, but also it is needed to gain the skills for working and developing career. According to Hutchinson & Waters (1987) ESP is not about teaching “specialized varieties” of English. It means that the expectation is for the learners to be able to meet the requirements of the target situation. Next, ESP is not about sentence structure and grammar, but ESP is about what people cannot get in General English, and that is why people have to learn ESP. English is essential for communication, not only about structural grammar. Hutchinson & Waters (1987) also said that ESP is an approach, not a product. This means that ESP is a tool for language learning which is based on the learners’ need or interest.

According to Hutchinson & Waters (1987), what distinguishes ESP from General English is not the existence of a need, but rather an awareness of the need. If the learners and the teachers know what the learners exactly need and why they need English, it means that awareness of the need is here and it will affect the content of the course later and the potentials can be exploited. On the contrary, in General English, we do not say about the needs of the learners and the goal. It is only about the understanding of English in general, not for specific purpose.

ESP is developing from time to time. This emphasis of ESP is on the learners’ need and their attitudes toward learning English. Learners were seen to have different needs and interest, which play an important role in their effectiveness of learning. The
main function of ESP is developing a course around the analysis of language needs. Even though an ESP learner is not aiming at all of English lesson, but they are supposed to cover the skills the ESP learner’s needed for their profession purpose.

B. Definition of Need Analysis

According to Hutchinson & Waters (1987), needs is the competence to understand and or produce the linguistic features on the target situation. Needs can also be said as what the learners have to use for their work. This means that needs is the people’s necessity of their working environment. According to Richards (2001), needs are usually interpreted as a linguistic deficiency, like the differences between what the learners can do with what the learners should able to do. Therefore, needs is related to the linguistic deficiency of what people can do with the language they had and what they remember from the learning process that is useful for doing their job.

The purpose of need analysis itself according to Richards (2001) is to find out what language skills the learners need in order to perform a particular role, to help determine if an existing course adequately addresses the needs of potential students, to determine which students from a group are most in need of training in particular language skills, and to collect information about particular problem learners are experiencing. This means needs analysis can be used for determining which people that have potential and which one does not have, and the people who had potentials can be trained to develop their language skills.

Hutchinson and Waters (1987, p. 99) and Robinson (1991) divided the types of needs into subjective needs and objectives needs. Subjective needs includes affective factors, expectations, and wants, cognitive styles, and learning strategy that
may lead to some types of information in identifying learners' needs. The second types are objective needs that include information about learners' needs such as personal data, pattern of language and language proficiency, and language problems. Hutchinson and Waters (1987) said that awareness of the needs make the differences. This statement shows that both the teacher and the learner should know how and why the learner needs to learn English. The awareness affects what will be acceptable for the learner, as a reasonable content in the language course to help them in the work field.

C. Definition of the Language Need

Communication is one of the many needs of human. By communicating, we can share our experience and gain knowledge from other persons. In order to have a good interaction with other persons, people must know how to communicate. According to Finnochiaro (1964, p.8), language as a system of arbitrary, vocal symbol which permit all people in given culture, or other people who have learned the system of that culture, to communicate or to interact. According to Richterich (1973, p.6), language needs are the requirements which arise from the use of language in the multitude of situations which may arise in the social life of individuals or groups. From the two statements earlier, we can conclude that situation affects the communication including what language functions to use to communicate, the manner, gesture, etc. Moreover, there is another factor that affects communication, such as the setting, the role, and the topic. Below are the terms of target situation, necessities, lacks and wants.
1. Necessities

Necessity is the type of need which is determined by the demands of the target situation. Necessities are about “what the learner has to know in order to function effectively in the target situation” (Kaewpet, 2009). For example, waiters need to understand the language function to communicate effectively with the guest, especially foreign guests.

2. Lacks

Lack itself means the necessities that the learners do not have. According to Nation and Macalister (2010), lacks analysis involves looking at where the learners are at the present. Because of that, we have to know what the learners already know, so that, we can decide which necessities the learners lack. The gap between the two can be referred to as the learner’s lack (Hutchinson and Waters 1987, p. 56).

3. Wants

According to Nation and Macalister (2010) wants is what the learners view about what they need and what they think useful for them. Therefore, wants is the subject which the learner is interested in. The target needs are only in an objective sense with the actual learners playing as non-active role. However, in this case, the learners must have a view as to what their need.
D. Need Analysis Approaches

There are two main approaches used in order to carry out a need analysis, they are Target Situation Analysis (TSA) and Present Situation Analysis (PSA).

1. Target Situational Analysis (TSA)

TSA can be defined as a study to seek out all information about component condition in a target language that is being learned by ESP learners in the language learning process. According to Dudley-Evans and St. John (1998) TSA “includes objective perceive and product-oriented needs” (p. 124). Robinson (1991) described TSA as a need analysis that focuses on students’ needs at the end of language course.

2. Present Situational Analysis (PSA)

PSA can be defined as a study to see current condition of the learners in beginning of the language course. Robinson (1991) described PSA as a complement to TSA. The PSA will display the learners’ levels of ability, the language-teaching establishment, the learners’ attitude toward the language learning and students’ strangeness and weakness.

E. Previous Study

One of the previous studies that focus on hotel receptionists were conducted by Bobanovic (2011) which found that accent is one of the biggest listening obstacles. It means that besides speaking, listening can be an important factor causing misunderstanding in communication. Again, they need listening skill to take room reservation through telephone calls or direct arrival to respond or to greet the guest in a proper way. Another study by Moore (2013) stated that as the international
movement of people continues to increase around the world a greater demand will arise for competence in hospitality language and an understanding of cross-cultural communication. This statement is affirmed by the study of Masoumpanah & Hassan (2013) about Target Situation Needs Analysis of Hotel Receptionists; English language is used by receptionists at the workplace and plays an important role in the career of tourism professionals. This means that every receptionist that works in a hotel environment must know about the language about cross cultural communication because they tend to play an important role in the hotel itself by communicating with various people from various countries and cultures with various different accents. Masoumpanah & Hassan (2013) then emphasise that need to get familiar with different cultures and customs and be fluent in speaking, listening, reading, and writing.
RESEARCH METHODOLOGY

This section presented context of the study, participants, instruments, data collection procedure and data analysis procedure.

Participants

This study used six participants who were the senior waiters and servers of Pepito Grand Wahid Hotel Restaurant because they were have more experiences in handling foreigner guests than the junior staff. Their ages range 28 - 32 years old and they had a diploma from Hospitality College or minimum graduated from high school. Furthermore, those participants had been working in the hotel restaurant for about minimum 4 years and they had a lot of experiences during their work as waiters and server.

Context of Study

This study attempted to investigate the English language communicative needs of the waiters and the servers of Pepito Grand Wahid Hotel Restaurant by investigating their language use in the workplace in order to provide empirical data for an ESP context. This study was done in Salatiga, Indonesia. This study focused on the workplace communicative needs (TSA).

Instrument of Research

This study used interview as the instrument to get the primary data. The interview consisted of 12 questions and the interview was open-ended to get in-depth answers from the interviewees. The questions were in Bahasa Indonesia to make it easier for the interviewees and more flexible to answer and explain the answer. The
interview used semi-structured technique due to its flexibility and to “give the interviewee a degree of power and control over the course of the interview.” (Nunan, 1992, p. 150). The 12 interview question was used to get data from the participants about the target situation in waiters and servers work area. The questions are the adapted interview question from Mustikasari’s study (2015)

**Data Collecting Procedure**

The data were collected through interviews. The researcher chose or selected the participants based on their availability. Then, the researcher contacted the selected waiters and servers to ask for their permission to do the interview. Then, the researcher decided on the time to do the interview with the participants. Finally, the researcher conducted interviews with each participant.

**Data Analysis Procedure**

After collecting the data, the data were analyzed using the following procedures. First, the data from the interview with the participants were transcribed then grouped based on the research questions. Second, the data were analyzed in order to know the situation of the workplace situation and which answer were belong to certain English skills (writing, reading, speaking, and listening).
DISCUSSION

This chapter presents the analysis of the data from the participants on the target situations in Pepito Grand Wahit Hotel Restaurant, specifically on how English language and skills were used in the target situation. The first part of this discussion introduces the participants’ profile. The second part of this chapter discusses the findings of the research question.

1. Participants’ Profile

This section describes the participants’ education background and their length of work in the hotel restaurant.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Education Background</th>
<th>Length of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hospitality College Diploma</td>
<td>13 years</td>
</tr>
<tr>
<td>2</td>
<td>Hospitality College Diploma</td>
<td>8 years</td>
</tr>
<tr>
<td>3</td>
<td>Hospitality College Diploma</td>
<td>10 years</td>
</tr>
<tr>
<td>4</td>
<td>Hospitality College Diploma</td>
<td>6 years</td>
</tr>
<tr>
<td>5</td>
<td>Hospitality College Diploma</td>
<td>5 years</td>
</tr>
<tr>
<td>6</td>
<td>Hospitality College Diploma</td>
<td>5 years</td>
</tr>
</tbody>
</table>

From Table 1 above, we can see that all the participants have diploma from Hospitality College. As we see that all the participants have been working for more than 4 years and that means that they have met many of foreigners with different language skills and they have many experiences in dealing with foreigners.
2. Need Analysis on the Participants

To analyze participants’ Needs, Lacks and Wants this study used a framework taken from Hutchinson and Waters (1996) about need analysis in ESP. The sections below describe the participants’ needs, wants and lacks of English functions and notions that they need in their workplace situation.

a. Needs

Firstly, necessities deal with “what the learner has to know in order to function effectively in the target situation” (Kaewpet, 2009). This part will be discussed what are the participants’ needs due to their job desk as a waiters.

Table 2 Participants’ Needs

<table>
<thead>
<tr>
<th>Participants</th>
<th>Speaking</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>√</td>
<td>x</td>
<td>x</td>
<td>√</td>
</tr>
<tr>
<td>2</td>
<td>√</td>
<td>√</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td>√</td>
<td>x</td>
<td>x</td>
<td>√</td>
</tr>
<tr>
<td>4</td>
<td>√</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td>√</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td>√</td>
<td>√</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Table 2 above shows the skills that were most needed by the participants. It shows that the speaking skill was the major skill that the participants needed in their workplace, followed by listening, writing and reading. It cannot be denied because a job as waiters of a busy restaurant needs speaking as their communicative segment to deliver message to the guests and they have to communicate both with the guests and their colleagues including the chef. To avoid miscommunication, in the terms of
speaking to deliver message to their colleagues and also to the guest must be synchronous.

In-depth interview with the participants’ reveals that the waiters needed speaking skill the most, because they have to speak with the guests in proper English rather than just saying hello, giving the menu, and saying goodbye to the guest. They have to be able to memorize the entire name of the equipments that were used in the restaurant such as napkins, fork, spoon, ingredients, etc.

Below are the excerpts of the participants’ description on the common tasks they performed related to speaking skill:

“Speaking is the most important, we have to master from greetings until the billing is done at least. Because we have to handle the guest from arrival until saying goodbye”

( Participant 4)

“We in F&B and the front liner have different needs of English. We have to communicate with the guest very well including the 21 steps of handling the guest from their arrival until their billing is done. In the front liner they just saying hello and asking about the guest’s identity. I know it because I have been there for 2 years in the training session.”

( Participant 3)
Moreover, waiters need more speaking practice to gain their communicative skills with the guest. Like the answer from Participant 3 above, she said that the waiters used more English than the front liners. Because of that, all participants agreed that speaking is very important to their job. In addition, some of the participants also said that if their colleagues were tackling foreigners’ guests, they were motivated to learn English because the chance of meeting foreign guests was not so many as Indonesian guests as Participant 4 stated above.

However, some of participants also stated that they also needed listening and writing to maximize their job, as participant 2 and 3 stated in their answer below:

“The most needed is speaking; we use that to communicate with the guest that will order the food, and also listening for me, because if we don’t know what the guest meant it will be a mess.”

(Participant 2)

“Speaking and writing is important to me. Because, if we cannot do speaking how will we handle the foreign guest? And when we sign in to this hotel, the working interview is using English as well. At least we use daily English. But for the writing, because I’m a senior I have to write a log book report when we change the shift hour.”

(Participant 3)

The excerpts above shows the most needed language skill by the participants is speaking especially for taking the guest’s orders, followed by listening which is
synchronous to speaking skill when the waiter explained the menu. Writing is also needed for the task of writing a log book report.

In conclusion, the participants’ need of English in their work place situation is speaking, although some participants said that they also need listening and writing to help their job easier.

b. Lacks

According to Nation and Macalister (2010), lacks analysis involves looking at where the learners are at the present. It can comprise of what is the learners’ strengths and weakness on the target language. The participants of this thesis may have known about speaking, but have they mastered it? The answers from the participants indicate that their lacks are in speaking and listening, because both speaking and listening must be synchronized. Otherwise, they will have a misunderstanding conversation. The main problem that they experienced is the accents of the foreigners, as they answered below.

“There are some, I used to experienced an American that have british accent, he said that he wanted to get lunch but I expect that he want to go to the lounge so I take him to the lounge. In speaking, actually, all the staff here is just enough so don’t ask about the junior. So when the guests ask about special request on the menu we a little bit confuse in answering it.”

(Participant 3)
“Usually the problem comes from Japanese people, the talk so fast and unclear. But now they bring a picture when they want to eat and they show the picture to us for make it simpler.”

(Participant 5)

“Mostly the problem appear in the listening section, when in listening we got a problem and we don’t understand, the problem appear in speaking because we are get confuse when answering the questions.”

(Participant 4)

From the answers, the participants realized that people who come from different country must have different accents. This may make the participants have difficulties in understanding the guests because the accents that were taught in school and the accent of the guests in real work situation are different and various depending on what country they come from. Also, the participants realize the connection between listening and speaking, as Participant 4 faced difficulties of responding to guest’s request.

Understanding this lacks that occur to the waiters, some guest use different ways of explaining what they wants for example showing a picture to the waiters to make the waiters easier to understand what they wants.

In conclusion, the waiters understood that their lacks were in listening and speaking. The excerpts above show that the problem was in speaking or responding to the message of the guest, especially in vocabulary. They found it difficult to tackle
and sometimes lacks of vocabulary caused miscommunication with the guests. Again in listening, especially for dialects, accents and pronunciation, it is affected by the way the guests speaks or pronounced the words. This make the sound of the words different or weird, and later on may make miscommunication happen.

c. Wants

Nation and Macalister (2010) describe “wants” as what the learners view about what they need and what they think useful for them. It means that wants is the participants’ or learners’ perceptions towards the mastery of English language as their communicative needs and this may help them use English easier in doing the job as waiters. From the participants’ answers, it may be concluded that they mostly wanted speaking and listening skills, as described by the participants below.

“If there is training I want to join. Because I understand that I really lack in speaking and listening. In fact I need it so much in my job, again if I met a people that the English accent is difficult.”

(Participant 2)

“I want to join. I want to be able to speak fluently when I speak with foreign guest and the listening as well to minimize the miscommunication while communicating with them.”

(Participant 3)
Although the hotel itself has provided an English Club for the employees to refresh their knowledge about English language as their communicative needs, the participants said that it was not enough and they want more because they want to be able to speak and listen better than today as the Participant 1, 4 and 5 stated below:

“*We usually get training once a year, but it’s not a training it’s like an English Club, so it’s just material refreshment each year. So if we want a practice we made a role play when there is no customer in the restaurant.*”

(Participant 1)

“*We get training, but the name is English Club. And the material is the same every year, just a repetition every year.*”

(Participant 4)

“*We get an English Club session. But I think it is not enough because it’s only once a year. I also realize that I have some lacks in listening and speaking and because that is what we need, we usually make a role play to make the speaking and listening getting better.*”

(Participant 5)

To conclude, in terms of the wants of the participants, this research found that the participants already knew about General English but they found some difficulties when they came into the work place situation. Because of that, they needed to learn
specific English language especially in speaking and listening to support their job. Noticing through the working experience by the participants, they saw that the English Club refreshment was not enough and 3 of them felt that the English Club must be replaced with English Language training that was more focused on speaking and listening. As the result, the participants were not equipped with enough English and it might cause some effects on their performance in doing their job. In short, the English language courses that they got at the hotel was not enough and they need more practice in speaking and listening to help them capable to handle various guest from various country with various accents or dialects.
CONCLUSION

The answer of the research question about language needs for waiter and server of Pepito Grand Wahid Hoted Restaurant had been analyzed in the previous pages. The question was answered through need analysis, using an interview with the senior staff waiters only. It was found that the waiters mostly need speaking and listening skill in their job. The finding of this study shows that speaking skill is the main language skill they really need to survive the requirements of their workplace. As discovered during the interview, the language functions needed were in greeting, offering menu, asking for the customer's needs or orders, confirmation, dealing with billing, apologizing or dealing with complaining, etc. When the waiters communicated with the guest, they found that the accent, the dialect, and the intonation of the guests can have a massive impact of their communication.

In addition, spelling and pronunciation can be crucial to the meaning of the spoken words. It occurred when listening to various accents. It is in line to the finding of Bobanovic (2011) who found accent as one of the biggest listening obstacles. It means that besides speaking, listening can be a vital factor affecting misunderstanding in communication. As a waiter, they need listening skill to take reservations and orders through telephone calls (room service) or in direct arrival to respond to the guest's question.

Again, this study has some constraints. This study only has six participants as the subjects. It is assumed then that the research is not deep enough. Another weakness is that the entire participants have a different time of working hours and it made some difficulties to do the interview. Furthermore, the participants are very busy with their tasks. It caused the researcher to have limited time in interviewing
because most of the participants did the interview during their office hour. It is suggested for other researcher who interested doing this kind of research to arrange more time for interviewing to get the information deeper and also to ask the junior staff to be contribute in the research to get deeper data.

Finally, there was one suggestion from this study about hotel restaurant waiters that the hotel company should prepare Language Training to improve their employers' language skills especially for the waiters and servers. The training must be intensive and focuses on the language skills that support their work such as speaking and listening. The course should also be situational to avoid miscommunication in a workplace and in listening part the course should prepare various records of many accents and dialects that usually occur in the workplace.
ACKNOWLEDGEMENT

Firstly I would like to thank Jesus Christ my Lord for his help and guidance throughout my life. My gratitude is extended to my parents and family for their continuous prayers, encouragement, and patience. My thanks also go to my girl-friend Anatha Yeusti Pratiwi for the encouragement and support that she give while finishing this thesis. My deepest gratitude also goes to my thesis supervisor Neny Isharyanti, S.Pd, M.A. for her time, patience, help, and suggestions to finish my thesis, also my examiner Prof. Dr. Gusti Astika, M.A. who has also spared his precious time to read and examine my thesis. Sincere gratitude goes to Geng Korden, and all of my friends, especially Kopet, Yogi, Dhika, Raymond, Bagong, Jojo, Mas Wahyu, Ninus, and Rendy who helping me to do the research. Finally, I would thank to all Tenners Family who struggle and studying together throughout the unforgettable moments at English Department of Satya Wacana Christian University without you all I will never have this beautiful moments in my life. Thank You ☻
REFERENCES


APPENDIX

1. Apakah dibutuhkan kemampuan berbahasa Inggris dalam pekerjaan anda? Jika ada mohon dijelaskan.

2. Kegiatan seperti apa yang membutuhkan kemampuan bahasa Inggris di dalam bidang pekerjaan anda?

3. Kemampuan bahasa Inggris apa yang lebih banyak digunakan dalam bidang pekerjaan anda? (membaca, menulis, mendengarkan atau berbicara)?

4. Seberapa sering anda bertemu dengan tamu asing?

5. Adakah standar penggunaan Bahasa Inggris khusus dari hotel jika anda berbicara kepada tamu?

6. Kendala apa saja yang anda hadapi dalam menghandle tamu asing?

7. Kebanyakan turis asing berasal dari Negara mana?

8. Apakah perbedaan Negara menimbulkan kesulitan yang berbeda?

9. Pernahkah anda mengalami miskomunikasi dengan tamu asing?

10. Jika ada junior yang menghandle tamu asing, biasanya apa kesulitan mereka?

11. Apakah hotel menyediakan pelatihan Bahasa Inggris khusus untuk pegawai restoran?

12. Jika kami memberikan penawaran untuk memberikan anda pelatihan Bahasa Inggris untuk pegawai restoran, apakah anda akan bersedia mengikutinya?
Interview Session 1
R: Rio
E: Ema
Length: 18.23

R: Selamat siang mbak Ema, bisa dimulai ya interviewnya?
E: Siang mas, iya bisa mas.
R: langsung aja ya mbak biar ngirit waktu.
E: iya mas.
R: Pertama nih mbak, mbak Ema udah berapa sama kerja disini?
E: Saya disini sudah 13 tahun mas, dari 2003an gitu.
R: kalo boleh tau mbak Ema lulusan apa?
E: saya D3 perhotelan mas, dan dulu saya sempet 2 tahun di swiss-bel hotel.
R: Oke, terus selama disini apakah dibutuhkan kemampuan berbahasa Inggris dalam pekerjaan anda mbak?
E: Ya pastinya butuh mas, kan banyak tamu asing juga ya yang datang kesini.
R: lebih spesifiknya kaya apa mbak kalo pake bahasa Inggris?
E: Buat ngomong mas, kan kita melayani tamu yang makan jadi apa apa harus disampaikan lewat speaking mas.
R: oo gitu ya mbak, terus lanjut nih, kegiatan seperti apa yang membutuhkan kemampuan bahasa Inggris di dalam bidang pekerjaan anda?
E: Kalo buat saya ya waktu ngelayani tamu itu mas, dari tamu dateng kita sambut juga udah pake bahasa inggris, tapi kalo tamu asing lho mas, kalo yang indo ya pake formal Indonesia. Kalo tamu yang dateng bule apa korea gitu kita udah langsung pake bahasa inggris mas.

R: lanjut mbak, kemampuan bahasa Inggris apa yang lebih banyak digunakan dalam bidang pekerjaan anda? (membaca, menulis, mendengarkan atau berbicara)?
E: Kalo paling banyak speaking mas kan kita harus ngomong sama turis asing pake bahasa inggris. Yang kedua ya sama writing mas buat nulis log book itu kan harus pake Bahasa Inggris, kalo listening saya masih bisa mengira-ira yang dia maksud apa. kalo reading sih buat sendiri aja soalnya saya juga jarang baca buku atau bacaan yang pake Bahasa Inggris palimg juga cuma baca menu.
**R:** jadi yang paling banyak speaking ya mbak? Terus mbaknya biasanya sesering apa ketemu tamu asing?

**E:** Ya sering sih mas, apalagi kalo lagi high season, tambah banyak turis yang dateng mas.

**R:** terus kalo low season mbak?

**E:** Kalo pas low season ya sedikit mas, kebanyakan indo kalo low season gitu.

**R:** Terus adakah standar penggunaan Bahasa Inggris khusus dari hotel buat berbicara sama tamu?

**E:** Kalo standarnya sih gak ada mas, Cuma kan kita harus formal soalnya kita hotel berbintang ya. Lagian kalo bahasa inggris gitu kan kaya yang diajarin di sekolah dulu sama mas pakenya ya gitu itu.

**R:** oh jadi maksudnya harus sopan banget ya mbak kalo sama tamu?

**E:** Iya gitu mas.

**R:** terus buat mbak Ema kendala apa saja yang pernah dihadapi dalam menghandle tamu asing apa pas kerja gitu mbak?

**E:** Apa ya mas? Mungkin kalo kendala dalam kerja pasti ada mas, misalnya di speaking kadang saya tu suka gagu terus yg mau diomongin tu udah tau tp gabisa ngomongnya gimana. Mungkin masih kurang di vocab dan menurut saya speaking saya tu masih basic banget mas. Jadi masih perlu latihan dan belajar lagi

**R:** mmg gitu, lalu kebanyakan turis asing berasal dari Negara mana mbak?

**E:** Kalo disini biasanya orang belanda, korea, sama jepang mas biasanmnya.

**R:** Cuma 3 itu aja ya mbak biasanya ?

**E:** Ya yang sering itu mas, kalo yg western kaya amerika gitu malah jarang.

**R:** Terus kesulitanya apa aja mbak kalo menghandle tamu dari 3 negara ini ?

**E:** Ya pastinya ada mas, biasanya sih mereka kalo ngomong kurang jelas, kaya ngedumel gitu lho, jadi klita harus bener bener ndengerin apa yang dia omongin.

**R:** Jadi listening juga butuh ya mbak ?

**E:** Iya mas, kebutuhan kedua setelah speaking itu.

**R:** Kalo buat reading sama writing gitu gak ada mbak ?
E: Gak begitu butuh sih mas kalo itu, paling ya buat nulis log book aja pas mau ganti shift kerja.

R: log book itu apa mbak?

E: log book tu kaya buku laporan mas, udah ada formatnya sih kita tinggal ngisi aja, tapi pake bahasa inggris.

R: oo, yayaya, baru tau saya mbak ada kaya gitu segala, hahaha, terus mbak Ema pernah mengalami miskomunikasi dengan tamu asing gak?

E: Kalo pernah ya pernah mas, tapi gak sering.

R: Gimana tuh mbak ceritanya?

E: Wah malu mas sebenernya kalo cerita, hahaha. Jadi pas itu saya masih training disini, lha ada orang bule dateng dia ngomong ngedumel gitu minta kamar yang besar, large room gitu ngomongnya mas, lha saya dengernya lunch room, terus tak anter ke resto ehh ternyata salah, hahahaha.

R: wah lucu juga tuh mbak, terus marah gak bulenya?

E: Untungnya enggak mas, terus dia di handle sama senior saya yang udah biasa handle tamu asing.

R: wah untung pas ada senior e ya mbak, hahaha. Terus mbak Ema kan udah senior ya ini istilah, kalo pas ada junior yang menghandle tamu asing, biasanya apa kesulitan mereka mbak?

E: Kalo untuk junior biasanya mereka belum berani handle tamu asing mas, kalo pas kepepet gitu ya mereka minta ditemeni yang senior biar gak salah denger kaya saya tadi mas, hahahaha.

R: jadi tolong menolong gitu ya mbak?

E: Iya mas, nek gag itu ya susah mas, soalnya junior biasanya listening sama speaking e masih pas panas mas.

R: oo itu ya mbak, lanjut, kalo di hotel ini menyediakan pelatihan Bahasa Inggris khusus untuk pegawai restoran gak mbak?

E: Training itu ya?

R: iya mbak.

E: Untuk training biasanya kita dikasih setiap tahun sekali mas, tapi kalo disebut training juga bukan soalnya ini kaya English Club itu jadi cuma kaya refreshment
materi lagi dari tahun ke tahun. ...jadi kalo buat latihan ya kita kadang bikin role play sendiri gitu kalo resto lagi sepi

**R:** kreatif juga ya mbak, terakhir nih mbak, kalo saya memberikan penawaran untuk pelatihan Bahasa Inggris buat pegawai restoran, mbak Ema mau ikut gak?

**E:** Ya mau mas, biar tambah pinter, asal gak ganggu jam kerja aja sih sebenarnya.

**R:** oke mbak cukup nih mbak interviewnya, terimakasih buat diluangkan waktunya ya mbak.

**E:** Iya mas sama sama.
Interview Session 2
R: Rio
Z: Rizky
Length: 16.17

R: Selamat siang mas Rizky, saya mau interview sebentar nih sama mas Rizky, bisa ya?
Z: iya bisa mas.
R: langsung aja ya mas ke pertanyaan pertama.
Z: iya mas.
R: Ini saya dari fakultas FBS mas bikin skripsi tentang analisa kebutuhan bahasa inggris untuk waiters restoran mas. Pertanyaan pertama nih mas, mas Rizky udah berapa sama kerja disini ?
Z: Saya disini sudah 8 tahunan mas.
R: kalo boleh tahu nih mas, mas Rizky lulusan apa nih ?
Z: saya tu D3 perhotelan IHS mas.
R: selama disini butuh kemampuan berbahasa Inggris gak mas waktu kerja?
Z: butuh mas, soalnya ada tamu yg dari luar juga biasanya.
R: biasanya butuh bahasa Inggrisnya buat apa mas, lebih spesifikasiya?
R: terus lanjut nih mas, kegiatan seperti apa yang membutuhkan kemampuan bahasa Inggris di dalam kerjaan mas Rizky?
Z: Ya itu tadi mas, ngasih pesenan, njelasin menu, nyampein special request tamu ke chefnya ya banyak lah mas.
R: wah banyak juga ya mas, terus menurut mas Rizky kemampuan bahasa Inggris apa yang lebih banyak digunakan? (membaca, menulis, mendengarkan atau berbicara)?
Z: Paling banyak speaking mas, buat ngobrol sama turis asing yang pesen, sama listening kalo buat saya juga penting karna kalo kita gak tau yang dia maksud kan bisa kacau mas
R: oo gitu, jadi yang paling banyak dipake speaking sama listening ya mas?
Z: iya mas
R: kalo tingkat keseringan mas Rizky ketemu tamu asing itu seperti apa?

Z: seringnya kalo pas lunch mas, soalnya biasanya mereka yang nginep disini kebanyakan makannya pas lunch time mas. Kalo malem biasanya mereka pergi jalan jalan malahan.

R: emmm, kalo untuk standar penggunaan bahasa inggrisnya adakah standarnya gak mas, buat ngomong sama tamu gitu?

Z: kayaknya sih gaada mas. Mungkin harus sopan aja sih mas sama tamu, minimal senyum lah kalo ketemu.

R: terus buat mas Rizky, kendala apa saja yang pernah dihadapi dalam menghandle tamu asing?

Z: kalo buat saya kendala sih ada di listening mas, ada orang bule yang kalo ngomong gak jelas menurut saya.

R: gak jelas karena apa mas biasanya?

Z: biasanya sih cara ngomongnya mas, kaya kumur gitu, ada juga yang ngomongnya cepet banget jadi susah ngikutinya.

R: Kalo untuk tamun asingya sendiri paling banyak darimana mas?

Z: saya kebanyakan ketemu sama korea dan belanda mas.

R: Terus kesulitanya apa mas kalo menghandle tamu dari belanda sama korea ini?

Z: kesulitan yang paling utama ya di cara ngomong mereka mas, kadang gak jelas, kadang kecampur sama bahasanya mereka jadi susah dimengerti.

R: aksen mereka gitu mas maksudnya?

Z: Iya aksen mereka maksud saya mas.

R: Jadi listening juga penting ya mas?

Z: Iya mas, faktor penunjang itu mas.

R: okee, terus mas Rizky pernah mengalami miskomunikasi dengan tamu asing gak?

Z: pernah mas, waktu itu ada yang minta ganti garpunya (fork), tapi saya nangkepnya minta daging babi (pork) terus saya kasihlah daging babi ternyata salah.

R: waduh, terus marah gak tamunya?

Z: enggak sih mas, malah dimakan juga akhirnya babinya.
R: wah enak juga tuh mas, lanjut mas, mas Rizky kan udah senior nih, terus kalo pas ada junior yang menghandle tamu asing, kesulitanya apa mas mereka?

Z: wah kalo junior tu belom bisa dilepas handle tamu asing mas, biasanya kita temenin mereka kalo pas ada tamu asing, biar latihan juga handle tamu asing.

R: oo gitu ya mas, terus, kalo di hotel ini menyediakan pelatihan Bahasa Inggris khusus untuk pegawai resto gak mas?

Z: ada English club mas disini setahun sekali.

R: oo gitu, menurut mas Rizky cukup apa kurang English clubnya?

Z: kalo buat saya ya cukup gak cukup mas lha cuma setahun sekali.

R: okee mas, kalo misalkan saya memberikan penawaran untuk pelatihan Bahasa Inggris buat pegawai restoran, mas Rizky berminat gak?

Z: Kalo ada gitu ya saya mau mas ikut pelatihan lagi. Soalnya saya juga ngrasa masih kurang di speaking sama listeningnya padahal kan butuh banget tho mas itu buat kerja, apalagi kalo ketemu orang yang logat bahasa inggrisnya susah.

R: oke mas, itu tadi pertanyaan terakhir. Terimakasih atas waktunya ya mas, maaf kalo ganggu jam kerja.

Z: iya mas sama sama.
Interview Session 3
R: Rio
A: Ahmad
Length: 17.22

R: Selamat siang mas Ahmad, sebelumnya maaf nih ganggu jam kerja saya dari FBS mau interview buat data thesis tentang waiters hotel nih mas. bisa dimulai interviewnya sekarang mas?

A: iya mas silahkan.

R: Pertanyaan pertama nih mas, mas Ahmad udah berapa sama kerja disini ?

A: Saya disini kurang lebih 10 tahunan mas.

R: wah lama juga ya mas?

A: iya mas.

R: lanjut mas, mas Ahmad ini lulusan apa kalo boleh tahu ?

A: saya dari D3 perhotelan mas, yang cepet kuliahnya.

R: iya mas, beda sama S1 mas, lama kaya saya ini. terus selama disini apakah dibutuhkan kemampuan berbahasa Inggris gak mas?

A: butuh lah mas, tamunya juga banyak yang dari luar dan mereka ngomong pake bahasa inggris mas.

R: buat apa aja tuh mas kira kira bahasa inggrisnya?

A: kebanyakan ya buat ngomong mas, speaking gitu sama writing..

R: lanjut nih mas, kegiatan seperti apa yang membutuhkan kemampuan bahasa Inggris pas waktu kerja?


R: wah banyak juga tuh mas 21 steps. Lanjut ya mas mas, kemampuan bahasa Inggris apa yang lebih banyak digunakan dalam bidang pekerjaan anda? (membaca, menulis, mendengarkan atau berbicara)?

A: Speaking sama writing mas. Soalnya kalo gabisa speaking gimana mau nangani tamu asing mas? dan kita masuk hotel ini kan juga harus bisa ngomong Inggris sedikit

R: oo log book yang kaya laporan itu ya mas ?

A: Iya mas betul sekali.

R: terus mas Ahmad sendiri seberapa sering menghandle tamu asing ?

A: Ya sering mas, kalo pas lagi pada liburan gitu agak banyak tamu luarnya. Kalo pas sepi ya paling seminggu sekali aja gak mesti mas..

R: oo gitu, terus adakah standar penggunaan Bahasa Inggris khusus dari hotel buat berbicara sama tamu mas?

A: Kalo standarnya setau saya gak ada mas paling kalo bahasa Indonesia kita harus formal mas..

R: oh gitu ya mas, terus buat mas Ahmad kendala apa saja yang pernah dihadapi dalam menghandle tamu asing?

A: kalo buat saya kendala biasanya di speaking mas, kurang lancer itu.

R: kalo soal tamu, paling banyak dari mana mas?

A: tamu asing ?

R: iya mas.

A: biasanya dari belanda, jepang, sama korea mas, kalo amerika gitu malah sedikit.

R: mmm kalo mas Ahmad sendiri kesulitanya apa kalo ketemu tamu dari negara yang beda gitu mas?

A: cara ngomongnya mas, kadang suka susah dicerna. Apalagi pas saya kalo njawab lama mereka kaya memperjelas lagi, tapi malah saya jadi tambah bingung.

R: masalah aksen gitu berati mas?

A: Iya mas, kurang jelas itu lah.

R: jadi listening penting juga ya mas berati?

A: iya mas, harus banyak latihan sama pake kira-kira sebenere mas kalo pas ketemu tamu yang ngomongnya gak jelas.

R: lanjut mas, kalo masalah pengalaman miskomunikasi ada gak mas?
A: ya pernah mas.

R: bisa diceritain ga mas?

A: dulu saya pernah ngalamin itu orang Belanda mas, mereka kan gak begitu suka makanan yang kebanyakan bumbu, waktu itu dia bilang “do not add too much spices” lha saya nangkepnya minta pedes, terus akhirnya dia complain karna makananya terlalu pedas dan minta ganti.

R: terus diganti mas?

A: iya diganti mas soalnya murni kesalahan kita kan itu.

R: wah untung boleh minta ganti ya mas, terus kalo pas ada junior yang menghandle tamu asing, biasanya apa kesulitan mereka apa mas?

A: ya banyak mas, tapi biasanya speaking soalnya Kalo di speaking sebenarnya kita semua staff disini masih pas-pasan apalagi yang junior. Jadi kadang kalo ada yang pesen dengan request khusus gitu kita agak bingung njawabnya gimana

R: oo gitu mas, lalu, kalo dari hotel menyediakan pelatihan Bahasa Inggris khusus untuk pegawai restoran gak mbak?

A: bukan latihan mas, tapi English club. Setahun sekali itu pas tamunya gak banyak.

R: terakhir nih mas, kalo saya memberikan penawaran untuk pelatihan Bahasa Inggris buat pegawai restoran, mbak ema mau ikut gak?

A: Mau mas saya. Saya pingin bisa speaking biar lancar kalo ngomong sama tamu asing sama listening jadi biar nggak salah tangkap kalo ngobrol sama mereka

R: siip mas, terimakasih untuk waktunya ya mas maaf kalo ganggu jam kerja.

A: Iya mas gapapa.
Interview Session 4
R: Rio
Y: Aryo
Length: 18.17

R: Selamat siang mas Aryo, boleh minta waktunya sebentar ya buat interview?

Y: Siang mas, iya boleh mas.

R: Saya Barrio mahasiswa FBS, lagi bikin skripsi tentang kebutuhan bahasa inggris waiters di hotel mas.

Y: iya mas.

R: langsung pertanyaan pertama ya mas, mas Aryo udah berapa sama kerja disini?

Y: Saya disini dari 2009 mas, 6 tahunan lah.

R: okee lanjut pertanyaan kedua nih mas, kalo buat kerja, mas Aryo butuh kemampuan bahasa inggris gak mas?

Y: ya butuh buat ngomong mas kebanyakan, kan kita melayani tamu dengan berbicara mas.

R: oo gitu ya mas, terus mas, kegiatan seperti apa yang membutuhkan kemampuan bahasa Inggris di dalam bidang pekerjaan anda?

Y: ya buat ngomong itu tadi mas, nanya kebutuhan tamunya apa, nanya apakah makaman yang dipesan udah bener, sama ngurusin complain mas kadang kadang.

R: oh ada complain juga mas?

Y: ya ada mas, soalnya kan kalo turis gitu kadang ada yang gak suka asin, kadang ada yang complain makanannya kurang asin. Ya complain yang kaya gitu mas biasanya.

R: Kalo untuk complain yang berat sampe tamu marah marah pernah mas?

Y: belum pernah ngalami sih mas kalo saya, biasanya kita ngurusin yang complain simple kaya tadi itu, kalo yang sampe marah marah biasanya kita langsung serahkan ke manajer yang lebih ngerti mas.

R: oh gitu, jadi manajer standby terus ya mas?

Y: iya mas.

R: lanjut ni mas, kalo buat kemampuan bahasa Inggris apa yang lebih penting? (membaca, menulis, mendengarkan atau berbicara)?
Y: ya speaking mas paling penting, harus menguasai dari greeting sampe billing mas paling gak. Soalnya kita handle tamu juga dari awal mereka masuk resto sampe mereka selesai mbayar dan kita say goodbye sama mereka

R: jadi tetep speaking ya mas yang paling penting ?

Y: iya mas.

R: kalo boleh tau nih mas, mas Aryo tu lulusan apa ?

Y: saya D3 perhotelan mas.

R: oh rata rata D3 perhotelan semua ya mas yang masuk sini ?

Y: Iya mas, syaratnya masuk D3 perhotelan soalnya.

R: mmm gitu, terus mas Aryo sendiri sering gak ketemu tamu asing ?

Y: kalo dibilang sering ya sering mas, tapi kalo tamu asing itu gak pasti datengnya, kadang tau tau banyak, kadang malah sedikit.

R: jadi gak menentu ya mas datenge ?

Y: iya mas.

R: kalo buat segment tamu sendiri biasanya berasal dari Negara mana ajha mas ?

Y: ada macem macem mas, jepang korea, china, belanda, amerika juga ada.

R: wah banyak juga ya mas, terus kendalanya apa mas untuk menangani tamu dengan Negara asal yang berbeda ?

Y: biasanya di listening dulu mas kendalanya, nanti kalo di listening kita gak mudeng mesti nyambung ke speaking soalnya jawabnya kan jadi bingung tuh

R: ngomongnya kurang jelas gitu mas ?

Y: iya mas, kadang suka bablas aja ngomongnya kaya gak ada titik komanya.

R: kalo gitu listening juga butuh dong mas untuk lebih mengerti omongan mereka gitu?

Y: iya mas.

R: oke mas, terus masnya udah pernah ngalamin miskomunikasi gitu gak ?

Y: untungnya belum pernah mbak, Cuma kadang untuk mengerti yang mereka omongin itu agak lama.

R: oo gitu ya mas, kalo buat mas Aryo sendiri motivasi belajarnya gimana ?
Y: dulu saya suka iri mas sama temen sendiri kalo dia bisa nglayani tamu asing, saya juga pengen bisa kaya gitu juga soalnya tamu asing tu datengnya gak tiap hari mas.

R: Jadi motivasinya malah temen sendiri ya mas?

Y: iya mas, belajarnya juga modal nekat aja dulu, tapi tetep didampingi senior waktu itu.

R: jadi kalo pas junior handle tamu seniornya ndampingi gitu mas?

Y: iya mas, prosedurnya gitu soalnya.

R: terus kalo pas ada junior yang menghandle tamu asing, biasanya apa aja kesulitan mereka ??

Y: ya banyak mbak, listening gak jelas sama speaking yang mocar macir biasanya. Tapi kalo gak di suruh nekat ya gak bakal bisa belajar mbak mereka.

R: oo gitu ya mas, terus di hotel ini menyediakan pelatihan Bahasa Inggris khusus untuk pegawai restoran gak, kaya training gitu misalnya?

Y: Dikasih mas, tapi namanya English Club. Dan itu cuma setahun sekali deh kayanya dan materinya ya sama dari tahun ke tahun, kaya diulang ulang aja gitu.

R: pertanyaan selanjutnya nih mas, kalo di hotel ada standar khusus buat speaking gak mas?

Y: gak ada mas, paling ya harus sopan dan ramah gitu aja.

R: oo gitu, pertanyaan terakhir nih mas, kalo saya nawarin mas Aryo buat pelatihan bahasa inggris mau gak mas?

Y: wah ya mau dong mas, buat tambah ilmu saya mas.

R: oke mas, terimakasih untuk waktunya ya mas, maaf ganggu jam kerja.

Y: iya mas sama sama.
Interview Session 5
R: Rio
K: Kety
Length: 14.18

R: Selamat sore mbak Kety, saya minta waktunya sebentar buat interview bisa ya?
K: Sore mas, iya bisa mas.
R: langsung aja mbak pertanyaan pertama nih mbak, mbak ema udah berapa tahun kerja disini?
K: Saya disini sudah 5 tahun mas disini.
R: Kalo boleh tahu mbak Kety lulusan apa?
K: Saya D3 perhotelan mas.
R: lanjut mbak, selama disini apakah dibutuhkan kemampuan berbahasa Inggris dalam pekerjaan mbak?
K: itu pasti mas, soalnya kan sekarang banyak tamu asing yang dateng kesini dan mereka Cuma bisa bahasa inggris mas..
R: biasanya dipakai buat apa mbak bahasa inggris itu?
K: ya buat menghandle tamu mas kaya ngomong sama tamu dan lain lain mas, soalnya kita disini banyak sekali stepnya di F&B.
R: oo gitu ya mbak, lanjut pertanyaan selanjutnya mbak, kegiatan seperti apa yang membutuhkan kemampuan bahasa Inggris di dalam bidang pekerjaan anda?
K: ya itu tadi mas, buat melayani tamu asing dari awal sampai akhir mas.
R: mmm, kalau kemampuan bahasa Inggrisnya sendiri, menurut mbak Kety apa yang lebih banyak digunakan waktu kerja ?(membaca, menulis, mendengarkan atau berbicara)?
K: kalo buat saya paling sering dipake ya speaking mas. Soalnya malu sama yang junior kalo saya gak bisa handle tamu western karna gak bisa ngomong Inggris.
R: Terus mbaknya sering gak ketemu tamu asing?
K: Ya sering mas,biasanya kalo high season banyak mas tamunya yang western.
R: kalo dari hotel sendiri ada standar penggunaan Bahasa Inggris khusus gak mbak, buat ngomong sama tamu itu berapanya?
K: gak ada sih mas kalo dari hotel. Kalo dulu pas sekolah perhotelan, saya diajarin cara ngomong bahasa inggris yang baik mas.

R: oh gitu, terus buat mbak Kety sendiri biasanya kendala apa saja yang pernah dihadapi dalam menghandle tamu asing?

K: ya ada beberapa sih mas, tapi kebanyakan bermasalah tuh sama orang Jepang mas, mereka kalo ngomong gak jelas kaya diseret gitu ngomongnya. Tapi sekarang mendingan mas, mereka kalo mau pesen makan bawa gambar jadi tinggal tunjukin gambar gitu.

R: iya kalo orang jepang emang biasanya gitu mbak, terus kebanyakan turis asing berasal dari Negara mana mbak?

K: biasanya jepang, korea, sama hongkong mas.

R: kalo western kaya amerika inggris gitu gaada mbak?

K: iya yang sering itu sih mas, kalo buat amerika sendiri malah jarang jarang.

R: kalo menurut mbak Kety, listening juga butuh gak mbak?

K: butuh mas, kadang kita kalo ndengerin orang ngomong cepet gitu kan susah mas, apalagi orang jepang.

R: waduh, untung gak di siapin ayam rada hitam beneran ya mbak?

K: iya mas, malu banget sama temen temen waktu itu.

R: lanjut mbak kalo pas ada junior yang menghandle tamu asing, biasanya apa kesulitan mereka mbak?

K: ya paling di speaking sama listening itu tadi mas, soalnya kita yang senior aja masih agak bingung apalagi yang junior mas. Tapi kalo mereka dapet tamu asing kita juga nemenin mas. Membacking gitu biar mereka juga bisa belajar menghandle tamu asing.
R: oke jadi kerja sama ya mbak?
K: iyaa mas.
R: terus mbak kalo di hotel ini menyediakan pelatihan Bahasa Inggris gak?
K: Ya dikasih mas, English Club itu. Tapi menurut saya kurang mas wong cuma setahun sekali. Saya juga menyadari kalo saya kurang di listening sama speaking tapi karna itu yang dibutuhkan ya kadang kita bikin role play sendiri biar bisa dan bener itu lho mas ngomongnya.
R: jadi latihan sendiri gitu mbak?
K: iya mas, biar gak memalukan lah kalo ketemu tamu asing.
R: oke mbak, sudah habis ini pertanyaannya, terimakasih untuk waktunya ya mbak
K: Iya mas sama sama.
Interview Session 6
R: Rio
F: Farida
Length: 15.38

R: Selamat pagi mbak Farida, saya mau interview sebentar bisa ya?

F: Pagi mas, iya bisa mas.

R: Saya mahasiswa FBS nih mbak, mau interview tentang kebutuhan bahasa inggris buat waiters hotel. Langsung dimulai aja ya mbak?

F: iya mas.

R: mbak Farida udah berapa lama kerja disini?

F: Saya disini baru 5 tahun mas.

R: mbak Farida ini lulusan?

F: saya D3 perhotelan mas.

R: Oke berate sama semua nih mbak dari D3 ya, terus selama disini apakah dibutuhkan kemampuan berbahasa Inggris pada waktu kerja mbak?

F: iya butuh banget mas, banyak tamu asing juga soalnya yang dateng kesini.

R: bisa dijelaskan mbak untuk apa aja biasanya bahasa inggris itu?

F: ya buat speaking sama listening biasanya mas. Buat ngobrol sama tamu gitu lah kebanyakan, kalo buat nulis sedikit sama baca juga sedikit..

R: terus mbak, kegiatan seperti apa yang membutuhkan kemampuan bahasa Inggris di dalam bidang pekerjaan anda?

F: ya itu tadi mas, buat ngomong sama tamu pas ngelayani mereka, menyambut kedatangan mereka, mempersilahkan duduk dan lain lain mas.

R: oo gitu, terus kemampuan bahasa Inggris apa yang lebih banyak digunakan waktu kerja, yang paling penting? (membaca, menulis, mendengarkan atau berbicara)?

F: tetep yang paling penting speaking mas. Soalnya kan harus berani ngurus tamu asing yang pake bahasa Inggris.

R: wah brati sama semua mbak paling penting speaking, terus kalo buat listening?

F: kalo listening ya penting mas, buat ndengerin ngomongnya tamu apa yang diminta gitu kan kita harus ngerti mas.
R: mmm, terus kalo di hotel ada standar penggunaan bahasa inggrisnya gak mbak?

F: Gak ada sih mas, Cuma dulu waktu saya daftar disini interview kerjanya pake bahasa inggris mas.

R: oh gitu, itu semua staff interviewnya pake bahasa inggris berate mbak?

F: iya mas, kayaknya sih gitu mas.

R: terus buat mbak Farida kendala apa saja yang pernah dihadapi dalam menghandle tamu asing?

F: sebenernya kali teknis jarang mas, paling kalo ketemu langsung sama tamunya, terus dia ngomong kecepeten dikit gitu saya yang susah mas, soalnya saya juga nyadari saya kurang di listening padahal kan penting itu.

R: mmm gitu, terus kalo masalah turis, mereka biasanya berasal dari Negara mana mbak?

F: kalo setau saya dari jepang sama belanda mas, kadang ada dari australi.

R: sering ketemu sama tamu asing gak mbak?

F: sering juga sih mas kalo pas musim liburan gitu pada banyak yang dateng mas, kalo gak ya sepi paling seminggu 2 kali itu udah bagus mas.

R: terus kesulitanya apa aja mbak kalo menghandle tamu ini?

F: ya itu tadi mas biasanya mereka kalo ngomong cepet banget dan kadang gak jelas sama sekali. Sama saya tuh kalo njawab suka bingung karna vocabnya kurang mas.

R: oo, gitu, terus mbak Farida pernah mengalami miskomunikasi dengan tamu asing gak?

F: ya pernah mas. Waktu itu ada tamu dari belanda minta telur mentah, tak kira kan bener bener mentah ya mas, taunya muntanya telur setengah mateng mas soalnya ya gak jelas sih ngomongnya saya juga bingung waktu itu pas rame banget restonya.

R: terus gimana mbak tamunya?

F: ya dia agak jengkel mas, tapi terus langsung saya ganti yang bener pesenanya.

R: terus untuk pemakaian bahasa inggrisnya sendiri kalo pas junior pas ngelayani tamu asing gitu biasanya mereka kesulitanya apa mbak?

F: mereka biasanya kesulitan di speaking mas, kaya gagap gagap gitu ngomongnya sama tamu.

R: tapi ada yang senior buat nemeni kan mbak?
F: iyaa pasti mas kalo itu, prosedurnya gitu, kalo senior sendirian gak masalah.

R: mmm. Kalo dari hotel ada trainingnya gak sih mbak?

F: Ada English Club mas setahun sekali kalo pas low season tuh biasanya. Materinya juga sama dari tahun ke tahun.

R: terakhir nih mbak, kalo saya nawarin untuk pelatihan Bahasa Inggris buat pegawai restoran, mbak Farida mau ikut gak?

F: ya yapay mas, menurut saya sih harusnya ada pelatihan khusus lagi buat pegawaianya biar kita juga bertambah kemampuanya.

R: oke mbak, terimakasih atas waktunya buat interview ya mbak.

F: iya mas sama sama