

ANALYSIS OF STUDENTS' ABILITY IN USING ENGLISH FOR TAKING ORDER PROCEDURE IN RESTAURANT

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Abstract

The aim of this study to analyze students' English speaking skills in conducting taking orders procedure in restaurants. This study is conducted in order to overcome the problems encountered by the students in speaking activities in taking orders. To measure the ability of students in speaking English in taking orders, the researchers observed the procedures that the students did not perform and measure the students' competence of English language. Samples of this study are the fourth semester students in Hospitality courses Diploma Degree of Mataram Tourism Institute in Academic Year 2018/2019. The results of this study indicated that the level of completeness of the procedure in taking student orders in STP Mataram is in average. More than 50% students have conducted the appropriate procedure when taking orders in using English. From the result of data analysis in measuring the students' competence in speaking English, the mean score is 78.90 with standard deviation is 12.14. From the result, it is converted and get score 3.1. The score showed that the ability of English students from 40 students in STP Mataram classified as Good Criteria.

Keywords: *Taking Order Procedure, English Language, Speaking Skill*

INTRODUCTION

In tourism industry, Indonesia needs human resources who capable of speaking foreign language. As one of the Asian countries with the most tourists visitors from overseas, especially European countries. Lombok, NTB which is one of the most cultural tourism place for foreign tourists to visit, in this case, intensive English is very important to be taught especially students of Tourism High School and college. Learning English is very useful, especially related to the role of Tourism college as a provider of human resources in the field of tourism that is able to communicate with tourists as well as to fill the needs of workers such as selling souvenirs, work at the hotel or become a tour guide. The tourism information service will use at least one foreign language, especially English. Given that English is the first global language used by

foreign countries from any country. It is therefore reasonable that practical English for tourism practitioners in the world of tourism is very important and it is required for the students in tourism to be able to use English. However, the reality on the field showed that existing graduated students do not possessed the expected English skills.

English has a very important role for Indonesian society. Even a person's ability in English to be a prerequisite for whether or not someone in continuing education to a higher level, for promotion in a job, and improve one's economy. By possessed English skill, a person is motivated to communicate with foreign speakers comfortably, be able to understand other people's cultures and be positive about the use of English in interaction in the classroom when learning English.

According to Genc and Bada (2005), to communicate in daily interactions, speaking is essential and basic skills that help students learn English to become good readers and writers. Furthermore, Ellis (2003) added that a person's primary goal of learning English as a foreign language or a second language is to achieve personal goals in achieving success. Problems in learning and teaching English as a foreign language are closely related to teachers teaching method and students learning ability. In this case, some of the learning problems are influenced by the methods used by teachers in teaching. Lochana and Deb (2006) argued that almost all foreign language teachers teach the language by lecturing methods and focus their teaching on grammatical rules rather than teaching the use of the language itself. In fact, according to Ellis, language teaching is more effective when students learn the language in the context meaning.

The problem faced by students in learning English as a foreign language is that lecturers or teachers used more traditional methods in the learning process. In learning speaking at Mataram Tourism College, it is still common for lecturer to apply teacher centered learning method so that lecturers seem to dominate the class more than the students in the learning process. The students who are learning to speak cannot use English effectively in both the conversation and the correspondence between them. Whereas according to Nunan (2004), students do not like the teachers who dominate the learning in the classroom with lecturing method because with this method makes them not motivated to learn. Students did not like to be passive in the classroom. The consequences of this student passivity resulted in insufficient knowledge (input)

and practical skill (output) obtained by students in the learning process.

Statement of Problem

Based on the background description of the above problems, the formulation of the issues raised as follows:

To what extend the ability of students in Mataram Tourism College in conducting taking order procedure using English language?

Research Benefit

Benefits obtained through this research was the data about the ability of students in Mataram Tourism college in performing taking order procedure in English. The results of this study can be used to base the development of further research in teaching English in other specific abilities.

The results of this study can be used to provide information to the institution about the ability of students at the Mataram Tourism college in performing taking order procedures in restaurants using English. Thus, it can be used as a refinement and further development in teaching English in taking good and proper taking order.

Review of Related Literature

Speaking Assessment

Assessment in the evaluation system of learning outcomes is a further step after measurement. Information obtained from further measurements is described and interpreted. Therefore, according to Djemari Mardapi (1999: 8) assessment is the activity of interpreting or describing the results of measurement. Furthermore, Djemari Mardapi (2008: 18) mentions that there are two references that can be used in conducting the assessment that is the reference norm and reference criteria. In assessing education, these two references

can be used. The norm reference assumes that one's ability is different and can be described according to the normal distribution curve, whereas the criterion's reference assumes that anything can be learned by everyone but the timing can be different.

Associated with the assessment of speaking skills, Burhan Nurgiyantoro (2009: 278) stated that the forms of speech skills enable learners to not only speak their language skills, but also express their ideas, thoughts, or feelings. Thus the assessment is functional, in addition, it can also reveal the ability of students to speak in the language in its normal use. Assessment tool for the task of telling stories based on some experts modified according to BurhanNurgiyantoro (2009: 290) consisted of the accuracy of information, relationships between formation, accuracy of structure and vocabulary, fluency, fairness sequence of discourse, and pronunciation. The developed language skill performance score sheet is based on the understanding of some speech assessment theories presented by linguists. Among these are Richard, Platt, and Weber (in Nunan, 1999: 226) who argue about the elements of communicative competence in speech that can be used as a benchmark for the assessment of speech skills, as follows.

Communicative competence includes: (a) knowledge of the grammar and vocabulary of language; (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations; (c) knowing how to use and respond to different types of

speech acts such as requests, apologies, thanks, and invitations; (d) knowing how to use language appropriately.

Another case with the assessment of language skills according to Brown (2004: 142-143), namely that the assessment of speaking skills is divided into two parts, namely microskill and macroskill. Micro assessment deals with small parts of language such as phonemes, morphemes, words, collocations, and phrase units. Macroskill assessment deals with larger elements, such as fluency, discourse, function, style, cohesion, nonverbal communication, and strategy choices. Described further, to measure speech skills, Brown (2004: 172-173) divided it into six categories, namely grammar, vocabulary, comprehension, eloquence, pronunciation, and assignment. In contrast with the assessment mention above by Brown (2004), Lambert (2003: 3-4) provided an alternative assessment in learning speaking skills in several categories. Students categorized as highly skilled (category 7-6), called excellent, are learners who can convey ideas clearly, can eloquently express ideas, ask questions, and answer questions from classmates. The next category is a good category (category 5), learners can express ideas well enough and understandable. The satisfactory category (category 4) classifies the speaking skills of learners who still have doubts in expressing opinions, but can tell basic notions. The last category is the category "requires improvement" (category 3-1). In this category, learners try to say, express ideas, but have difficulty telling basic ideas to classmates.

The ability to speaking and writing in English lessons are two abilities that are almost as difficult as felt by most language learners. Difficulty speaking is usually

caused: Difficult to express ideas orally. So students are confused to talk; Limited vocabulary, so that students difficult to talk smoothly and long; Limited ability of grammar. So it's hard to talk with the right set; Limited pronunciation. It is difficult to say the word correctly; Lack of courage to speak out because of fear of being wrong.

Speaking assessment is done individually with assessment aspects: Intonation, Pronunciation, Grammar, Fluency, and Diction

In learning a second language and a foreign language, the performance of a lecturer in the language may represent his competence. However, in using a language which is not someone first language, people tend to make mistakes. It is caused by factors of fatigue, not concentration or nervousness. These conditions, of course, do not symbolize one's competence. Brown stated that communicative competence is "Competence which enables us to transfer and interpret messages as well as to give meaning to interaction between individuals in certain contexts". Hymes supports the idea by saying that communicative competence is an aspect of competence that enables us to receive and interpret messages and understand interpersonal meanings in certain contexts. He further divided the communicative competence into two aspects: Linguistic aspects and pragmatic aspects. Linguistic competence is the ability related to the elements of functional knowledge of language and language structure, while the pragmatic competence includes the ability of how the knowledge can be used in certain situations in accordance with the intent and purpose of the speaker. Communicative competence also includes conditions that affect or facilitate communication. In line with these two definitions, Bachman

explained that communicative ability involves two important things: the knowledge and competence of the language, as well as the capacity to implement or use these competencies.

Tarigan illustrated that in order to achieve the goal of teaching language effectively, it is essential for language teachers to constantly evaluate and develop their language competencies. Tarigan divided linguistic competence into three categories: functional competence, communicative competence, and competence to apply both competencies to language teaching. Scarcella in Krashen mentions communicative competence as a conversational competence. He explained that some of the rules of discourse and strategy are very complex. Characterized by the mastery of vocabulary, breathing, and aspects of non-verbal communication, and even the syntactic mastery of a language. Furthermore, all these aspects vary depending on the social context, for example, some greetings will be appropriate in certain situations but may not be appropriate for other situations.

Scarcella's conversational competence is a competency that focuses more on mastery of language rather than language knowledge. Based on some opinions about communicative competence above, the researcher concludes that communicative competence is the ability of a person, in this case, the English teacher, to receive and interpret the message and understand the meaning interpersonally in certain context and implement it into the teaching. This competence is not limited only to linguistic competence but also to extralinguistic aspects such as non-verbal language.

Communicative competence consists of four components namely grammatical

competence, sociolinguistic competence, discourse competence and strategic competence. In Savignon, grammatical competence is the mastery of the linguistic elements of language, the ability to recognize morphological, lexical, syntactic and phonological structures, and how to use these forms to form words and sentences. Grammatical competence is also an ability to display explicit language rules. A person who has grammatical competence will use the language rules well in communicating not by stating it. Tarigan focuses grammatical competencies on pressure, intonation, word combinations, punctuation, vocabulary and vocabulary mastery. Based on the above explanation, the researchers conclude that grammatical competence is the mastery of English grammar rules in the form of its use in communicating according to the situation and context.

Speaking Ability

Speaking or Speaking skill in English is one of the main goals in learning English. Therefore, the ability to speak in English in the globalization era, where the limits are so narrow, today is very important, because with the ability to speak in English, every individual will be able to communicate well, not only for the purpose of the High School but for more professional goals for example; for the needs of the world of work, industry, tourism, etc. Regarding the teaching of speaking in English, Nunan (1991) said that "success is measured by the ability to speak in the target language" ("success is measured in terms of the ability to speak out in the target language"). So if students do not learn to talk or do not get a chance to talk, they will lose interest to learn the language. Conversely, when Speaking

lessons are given correctly, students will be motivated to learn and the classroom atmosphere will be alive and dynamic. Lawtie (2004: 1) says that the difficulty in speaking that students experience is due to several factors: students do not want to talk or say anything in the classroom, students joke with their friends using their mother tongue (L1), and the class is too rowdy so the teacher loses control of the class. Burns and Joyce (1997: 134) wrote that there are three factors that may cause students to be reluctant to participate in classroom tasks: first, because students assume that learning language is enough by listening to teachers, reading and writing from textbooks and doing exercises; secondly, linguistic difficulty, namely the difficulty of understanding the differences between the mother tongue and the language learned, the difficulty of understanding the pronunciation of native speakers, and the difficulty of understanding the grammatical differences of the mother tongue and the language being studied (English); and the third is psychological factors and other factors, for example, cultural factors, experience, lack of motivation, anxiety and shame speaking in the classroom. Speaking includes three kinds of knowledge: Mechanism (pronunciation, grammar, and vocabulary): using the right words with proper grammar and correct pronunciation; Functions (transactions and interactions): to understand that the delivery of news / intentions is paramount (transaction / exchange of information) and when proper understanding is not necessary (interaction / relation); Social and cultural norms and norms (interchangeable speaking, speaking speed, pause length between speaker, participant roles): understand how to consider who the other person is, what the

situation is, what to do, and for the purposes of the talks.

Djiwandono (2008: 121) stated that language skills are divided into two broad categories: receptive (comprehension) consisting of listening and reading and productive (producing) consisting of speaking and writing. With sufficient mastery of English skills, students not only can express their ideas, feelings, or desires either orally or in writing but also explore the required knowledge that is the demand of the progress of the times.

Taking Order Procedure

Taking Order Definition

Taking Order can be interpreted to receive and record the order of guests, in this case, food and beverages, which will then be forwarded to the related parts, among others: kitchen, bar, and pastry (Bagyono, 2006). Taking order is a part of service, usually done in room service, restaurant, bar, and banquet, Officer doing take order called order taker.

A taker order is required to master a foreign language especially English, knowing food & beverage knowledge, mastering technics of selling, mastering technics in writing the order, having good memory.

Taking Order Standard Procedure

(1) While bringing the captain order and stationery, approach the left side of the guest, smiling and greeting (2) For guests more than two people, ask in advance whether the booking is made by each guest or one guest who acts as the host who selects the order for all guests. (3) Advise which foods and beverages are best suited to the taste of the guests. (4) Write their order clearly and systematically to facilitate the kitchen and the bar in presenting orders according to the

instructions written in the captain order book. (5) For guests whose number is more than 2, mark one guest with the code number as a benchmark, for example, number 1, then guest next to number 2, or clockwise. (6) In writing a guest order in the captain order book, use the term or abbreviation commonly used and understood either by the kitchen, bar, or waitress. (7) Repeat guest order by reading the order again to ensure the correctness of the order before further processing. (8) Ask if the bill will be made one for all orders or separate for each guest.

RESEARCH METHOD

This research was conducted at Mataram Tourism College. The sample of this research were the students of Mataram Tourism College in academic year 2018/2019 of diploma degree Hospitality study program in Fourth semester. The sampling technique used was simple random sampling. This method is chosen because the elemental units of the population have equal opportunity to be selected as the sample. The number of samples in this study were 40 students.

Data Collecting Procedure

Data collection used in this research were instrument in the form of rubric assessment of speaking in Taking Order procedure (Speaking Rubric Taking Order). Rubric assessment used to measure students' ability in performing taking order procedures in English.

Meanwhile, to measure the linguistic aspects will be used 4 criteria in measuring and will be analyzed by using SPSS from the score obtained. The four criteria were vocabulary, fluency, pronunciation, and Grammar. This research used collaborative research where a researcher acts as

teacher-researcher. Rubric assessment used to measure students' ability in performing order taking procedures in English.

Data Analysis

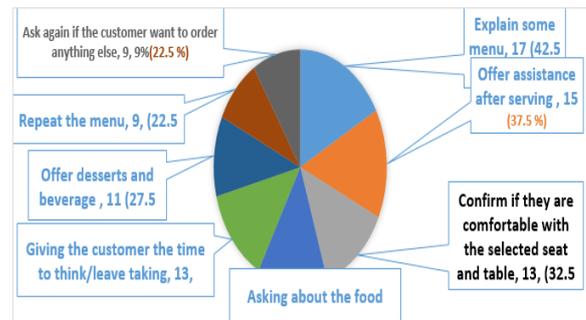
By using a rubric of pre-prepared judgment, the researcher will give a score or assessment by giving the number 1 for the take order procedure performed and giving a value of 0 for which it is not performed. While score value for language aspect will be given value with range 1 - 4. Data will be analyzed by using two approaches that is quantitative approach and qualitative approach. Quantitative approach using statistical analysis (questionnaire results) and descriptive qualitative approach (Observation and interview). Quantitative data processing is done by using statistical calculation method utilize SPSSver22 program.

FINDING AND DISCUSSION

From the results of research findings that have been done there are some procedures in taking orders that are not done by the respondents, the procedures are *Explain some menu*, *Offer assistance after serving*, *Confirm if they are comfortable with the selected seat and table*, *(remove any extra place setting or chair/table)*, *Asking about the food satisfaction*, *Giving the customer the time to think/leave taking*, *Offer desserts and beverage*, *Repeat the menu*, *Ask again if the customer want to order anything else*. Based on data obtained from the observation and direct interviews to some students, the procedure is not done because some of the student did not perform the procedure because the students did not know the procedure and forgot the procedure.

Gambar 4.1 Diagram Pie percentage procedure students did not perform

From the 40 Students who became the respondents, more than 60% students



have been able to perform procedures in taking orders. Some Procedures reach the implementation level or have been done completely (100%). This means from the 40 students all doing the procedure. Procedures that have reached the 100% level of implementation are greeting procedures and welcoming the guest, offering help, and thanks guest and say farewell.

For the ability of Language in the aspect of fluency of language (Fluency) Nine people classified in the category of satisfaction, there are 11 students into the category of good, and 20 students classified in the excellent category (Very good). In the grammar aspect (Grammar) based on the data obtained there are 3 students classified in satisfactory category and 37 students are in good category. For vocabulary aspect there are 2 students with satisfactory category, there are 21 students with good category, and there are 17 students with excellent category.

In pronunciation ability above, it can be explained that there are 8 students with satisfactory category. There are 22 students with good category, there are 10 students with excellent category.

Tabel 4.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Nilai	40	50.00	93.75	78.9063	12.14953	147.611	-.244	.733
Valid N	40							

From the overall data analysis, it can be seen that the English proficiency lowest score (minimum) of the students' is 50 while the highest score (maximum) is 93.75 and the mean score is 78.90 with the standard deviation 12.14953. From the average result is converted so as to get the value 3.1, and it can be concluded that the ability of English students from 40 students in STP Mataram can be classified as Good Criteria.

CONCLUSION

This research was conducted in Mataram Tourism College. Researcher took 40 students as sample of this research. The results of this study indicated that the level of completeness of the procedure in taking student orders in STP Mataram is an average of over 50%, the students have done the appropriate procedure when performing taking orders procedure using English language. From the results of this research, the data obtained showed that several procedures from the most which is not perform until the least perform by the student were *explain some menu procedures, Offer assistance after serving, Confirm if they are comfortable with the selected seat and table, (remove any extra place setting or chair / table), Asking about the food satisfaction, Giving the customer the time to think / leave taking, Offer desserts and beverage, Repeat the menu, Ask again if the customer want to order anything else.* The data obtained from the instrument of direct observation to students and the data have been

calculated. The result showed that for language ability data analysis showed that the lowest score (minimum) of using English in taking order of the student is 50 whereas the highest score (maximum) is 93.75 and the mean score is 78.90 with standard deviation 12.14953. From the average result score, it was converted and get the value 3. This value can be concluded that the English speaking ability of students in STP Mataram can be classified as Good Criteria.

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