



ENHANCING ENGLISH-SPEAKING SKILLS FOR FOOD AND BEVERAGE SERVICES FOR TOURISM STUDENTS THROUGH A COLLABORATIVE LEARNING

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ABSTRACT

Collaborative learning approach has been widely used to improve the quality of learning in a variety of courses. This present study used the collaborative approach in English learning for the specific purpose of restaurant services. The research used a mixed-method. The research data were obtained from the result of pre-and post-performance tests, participant observation notes, and unstructured interview notes. There were 35 students involved as the sample and informants. The quantitative data obtained were calculated by using a t-test and the qualitative data obtained were analysed using content analysis. The significance value (2-tailed) of the implementation of the pre-test and post-test was 0.000 ($p < 0.05$). Thus, the results of the pre-and post-test experienced a significant change. The students shown positive feedback toward the collaborative approach applied. Based on the findings, collaborative learning could enhance both students' English-speaking skills and job-related skills.

Keywords: *English speaking skills, food beverage services, collaborative learning*

ABSTRACT

Pendekatan pembelajaran kolaboratif telah banyak digunakan untuk meningkatkan kualitas pembelajaran di berbagai mata kuliah. Penelitian ini menggunakan pendekatan kolaboratif dalam pembelajaran bahasa Inggris untuk tujuan layanan restoran. Penelitian ini menggunakan metode campuran. Data penelitian diperoleh dari hasil tes pra dan pasca kinerja, catatan observasi partisipan, dan catatan wawancara tidak terstruktur. Sampel dan informan sebanyak 35 siswa. Data kuantitatif yang diperoleh dihitung dengan uji-t dan data kualitatif yang diperoleh dianalisis menggunakan analisis isi. Nilai signifikansi (2-tailed) pelaksanaan pre-test dan post-test adalah 0,000 ($p < 0,05$). Dengan demikian, hasil pre-test dan post-test mengalami perubahan yang signifikan. Mahasiswa menunjukkan umpan balik positif terhadap pendekatan kolaboratif yang diterapkan. Kesimpulannya, pembelajaran kolaboratif dapat meningkatkan keterampilan berbahasa Inggris dan keterampilan terkait pekerjaan.

Keywords: *Keterampilan berbicara bahasa Inggris, pelayanan makan dan minum, pembelajaran kolaborasi*

1. INTRODUCTION

The success of handling customers in service industries tends to be determined by three aspects, namely communication, service, and hospitality competences. Therefore, the English teaching method applied for a such purpose should be adjusted accordingly to achieve the targeted goals. c argue further that the rapid growth of tourism and the hotel industry becomes important to consider offering relevant courses to students at the tertiary level, for two reasons. Firstly, there is a need to equip the seeking entry into the service industry, particularly those who will be operating through a foreign language, as employees are required to have a good command of this language. Secondly, it is arguable that everybody ought to know hospitality language because at some stage in our life, since we may have to be a host or a guest in a variety of cross-cultural situations.

In food and beverage service, for example, language functions as a means of communication that relates a server and a customer in a certain purpose. While, the word service is defined as the acts of filling the needs, wants, and desires of the guests. In other words, service is what servers provide to meet the expectations of the guests when they come to dine, for example. Guests expect a clean table, clean dishes and utensils, safe food, hot foods served hot, and cold foods served cold. Hospitality goes beyond the service guests expect of servers. Hospitality means creating a pleasant dining experience for guests with small gestures like giving a friendly greeting, smiling—even when very tired, remembering names, hanging up coats, pulling out chairs, remembering a returning guest's favorite drink, knowing exactly what is ordered, and anticipating what the guest needs next. It is paying close attention to detail. It is acknowledging guests promptly,

making friendly small talk, and saying a pleasant goodbye when the guests leave the restaurant. It is reading the guests and always making them feel comfortable, welcome, and important (Dahmer, 2009)

The teaching models of English language in vocational colleges are often done in conventional ways by the English language lectures. This matter affects to the low English proficiency of the graduates, especially, related to the major skills of the graduates. Moreover, (Widanta, 2017), in his research, found that English learning in most vocational colleges still apply teacher-centred models in general. However, some have been applied student-centered paradigm. Widanta observed that there are various teaching strategies used by the English language lectures in vocational colleges; however, those strategies do not motivate the students to learn the language. The lectures seem not to apply appropriate models to stimulate the students to learn, such as warming up activity, elicitation, led in activity, scaffolding, and modelling.

Specifically, the teaching of English language for students of vocational colleges, such as tourism schools, tends to encourage the learners to master both language and job competency at once. The main goal of those continuing to vocational high education, especially tourism school, is to achieve proper jobs in the field of tourism. Most related job vacancies available in tourism industries, for example, require well-trained and educated candidates and possess good command in English. Therefore, the concern of students in tourism colleges is to achieve two things, both a certain job skill and English proficiency in tourism purposes. In relation to these needs, the colleges should prepare appropriate curriculum and teaching methods that support the success of students to achieve their goals to be competitive human resources. The

curriculum and teaching methods applied should correspond to the targeted goals and updated based on the hospitality industry's needs.

Edwards in (Zahedpisheh, N., 2017) stated that designing a curriculum for English for Specific Purposes (ESP) in the field of English for Tourism Purposes (ETP) learning task and activities should have a high surrender value. It means that learners are able to use what they have learned to perform their jobs more effectively.

One of the outcomes of Denpasar Academy of Tourism, majoring in hotel hospitality, is having the ability to communicate in a service context. In general, communication in the field of tourism is dominated by the use of English language. English learned for the use in hospitality industries is considered as English for special purposes (ESP). The English language used in hospitality industries is aimed at creating excellent service performed by the workers through communication. Therefore, the tourism industries in recruiting employees always require the ability of the applicants to communicate in appropriate English for the purposes of services. This is very relevant to the statement of Zahedpisheh et. al. (Zahedpisheh, N., 2017) that one of the major criteria in employing people in the tourism service industry and hospitality sector is the English knowledge. Poor English proficiency and competency can result in hardness in attracting and entertaining the tourists. Shortly, hospitality language should be included in all professional hospitality programmes at least to raise awareness of issues in cross-cultural communication (Blue, 2003)

The purpose of learning English for students in tourism colleges is so that students are able to have acquisition in conversations

due to services related to their field of work. Therefore, learning English must be designed based on the needs of the workforce. Because its function is only as a foreign language, in general, students in Indonesia only get English language acquisition on campus and in the world of work related to tourism. Furthermore, outside these two domains, students tend to use Indonesian and their respective regional languages as their daily language.

Most students at the Denpasar Academy of Tourism experience the condition mentioned above. The students do not have enough access to practice their English directly in the real world.

In the initial identification of the English language skills of the fourth semester students majoring in hospitality at the Denpasar Tourism Academy academic year 2019/2020, it was found that most of the students did not have sufficient English competence. From observations on learning conducted conventionally by lecturers, the ability of students in English in the context of conversational services in restaurants made using role playing methods is done in rote learning, with predetermined conditions. In addition, students are not able to develop their conversation materials when faced with a situation that is different from the situation that has been determined in the role-play assigned by the lecturer. This attracts the attention of the writer to look for alternative learning approaches that provide more space for students to practice conversation by providing a more representative situation with the world of work.

This research was conducted because the researcher found a gap between the ability of students to be expected in conducting English conversation for service in restaurants and the real conditions of the students, where

students' English proficiency for these services is still relatively low. Besides that, this research was also to follow up the research finding published by (Menggo, Suparwa and Astawa, 2019). In terms of hindering factors in the achievement of communicative competence Menggo et.al. found that the most affected factor toward the English communicative competence of the students under the investigation is the insufficiency of practicing English after class with English speaking communities (41,18%). Then followed by lack of eagerness of students' peers to practice their English in and after class (24%). No peer's eagerness to practice English in and after class contributes 20,40 % then closed by lack of parents' endorsement (14, 42%). Therefore, this research was focused on the use of transactional conversations using English for the purpose of service in restaurants with a situation that is close to the actual service in both hotels and restaurants.

To create this situation, a collaborative English learning method was applied that was integrated with the subject of Restaurant Service Technique (RST). This will provide a situation that is close to real service in the world of work, because it is done by setting the place, equipment, service steps, menus, and the use of English that correspond to the world of hospitality. Collaborative learning was expected to have a positive impact, both for improving students' English skills and service skills in restaurants. In other words, this collaborative learning will enable students to practice their language in accordance with the service process carried out in restaurants with steps and procedures like in a real work. Theoretical considerations were also based on the statements of Blue and Harun (Blue, 2003) that hospitality language arises from a combination of procedural,

behavioral and linguistic acts, verbal and nonverbal, direct and indirect.

Based on the above background, this research aims to answer the problem formulation (1) to what extent are the students' abilities in conducting English conversation for food and beverage service through collaborative learning? and (2) how is the students' attitude toward the collaborative learning approach that integrates the English for Food and Beverage Service with the Restaurant Service Technique Courses?

2. LITERATURE REVIEW

There some previous researches conducted by other researchers related to this current research. Kristiana and Ningsih (2017), in their study entitled "Implementation of Collaborative Strategies in Teaching English for Banking Vocabulary for Students of English Literature of UMN-AW Medan" concluded that the application of collaborative strategies is suitable for teaching English banking vocabulary for students of English literature of UMN-AW Medan. This study also found a number of advantages of implementing collaborative learning, including: (1) higher student learning achievement; (2) deeper understanding; (3) learning is more fun; (4) develop leadership skills; (5) enhance a positive attitude; (6) increasing self-esteem; (7) inclusive learning; (8) feeling mutual ownership; and (9) developing future skills.

Agustini and Sastrawijaya (2016) in their study entitled "Collaborative Learning Models and Authentic Assessments in English Learning" compare learning outcomes using the Student Team Achievement Division (STAD) learning model with Cooperative Integrated Reading and Composition (CIRC). It was found that the English learning outcomes of students who used the STAD

collaborative learning model were higher compared to CIRC.

Ayon (2013) conducted a research entitled “Collaborative Learning in English for Specific Purposes Courses: Effectiveness and Students’ Attitudes towards it”. The research found that the majority of participants have a positive attitude towards Collaborative Learning (CL) and CL yields positive impacts on students’ learning. Their grades achievement, oral and written work, as well as learning process seem to be positively influenced by their collaborative experiences.

Research conducted by Novitasari (2019) entitled “Collaborative in ESP Speaking Classroom: Learners’ Perceptions and Experiences” found that learners felt much helped by the characteristics of collaborative learning which required a group member to work and learn cooperatively. The learners also had positive perception towards collaborative learning because it effectively helped them learn in a comfortable situation. In other words, by using collaborative learning, the learners both felt confident to practice their English and enjoy the learning process.

Other scholar, Pattanpichet (2011), conducted research entitled “The Effects of Using Collaborative Learning to Enhance Students’ English-Speaking Achievement”. The findings reveal positive outcomes both in terms of students’ improvement on their English oral performance and their opinions toward the use collaborative learning as an instructional method in an English-speaking classroom. This method, however, has negative aspects found in this research, namely wasting time and difficulty in getting cooperation were pinpointed.

Collaborative learning was also applied for English writing learning. Storch (2005), for instance, conducted research entitled

“Collaborative Writing: Product, Process, and Students’ Reflections. The researcher compared the result of text produced in pairs with the texts produced individually by the students. The findings reveal that (1) the students composing texts in pairs produced shorter texts but had greater grammatical accuracy and linguistic complexity, and were more succinct; (2) writing composed in pairs enabled the students to discover ideas together and exposed them to different views; (3) collaborative writing also afforded the students the opportunity to give and receive immediate feedback on language, an opportunity missing when students write individually; and (4) the students’ feedback on the experience of collaborative writing was overall very positive.

Of the several researchers who applied collaborative learning methods in teaching English, all stated that the method had positive impacts, both for speaking and writing skills. Previous researchers have said much that this collaborative method not only provides language skills, but also provides skills in other fields. Of the many who have conducted research using collaborative methods, no one has researched the collaborative methods integrating learning English with other fields of learning. In this research, the writer integrates the subject of ‘English for Food and Beverage Service’ (EFBS) with the subject of ‘Restaurant Service Techniques’ (RST) by implementing collaborative methods. Thus, combination of the two courses becomes the gap of the research. The integration of these two courses refers to one of the concepts of collaborative learning, namely ‘learning by doing’. With the practice of serving food in a restaurant, automatically students who act as waiters or waitresses or guests will practice using English in a situation that is almost the same as serving real guests in a restaurant.

Students will use lots of transactional expressions in a more real context.

Communicative language teaching was inspired by Social constructivism collaborative learning activities such as team work, interactive peer-based learning; and iterative stages of learning matrix were incorporated to enhance students learning outcomes (Prickett, 2020). In modern era, for example, computer-supported collaborative learning facilitates the extension of second language acquisition into social practice. Studies on its achievement effects speak directly to the pedagogical notion of treating communicative practice in synchronous computer-mediated communication (SCMC): real-time communication that takes place between human beings via the instrumentality of computers in forms of text, audio and video communication, such as live chat and chatrooms as socially-oriented meaning construction (Huang, 2018)

Further, the term collaborative describes a situation where learners of more or less the same academic performance can do similar activities and work towards a common goal. In other words, it is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product or accomplish a specific goal by using a set of process (Panitz, 1997; Laal *et al.*, 2013; Muuro *et.al.* in Appavoo *et al.*, 2019). Further, Herrman (2013) defined collaborative learning as the approach of learning where the learners in a certain group should engage themselves in the learning process. All members in one group can reach the learning objectives if they perceive that they have similar goals. In other words, collaborative learning gives the learners an opportunity of developing their language skills as well as gaining the knowledge of

various subjects. The main concern of the teachers must be the needs to involve their learners in doing work in pairs or in-group as it enhances their knowledge as well as their learning skills. In this research; however, CL involved two subjects, namely English for Food and Beverage Service (EFBS) and Restaurant Service Technique (RST).

This research follows the concept of collaborative learning stated by Rao (2019) where CL is mainly based on two key principles, namely 'learning by doing' and 'working in group'. The students learn by doing the activities and they also learn many more things when they work together in groups. Collaborative learning also heightens a wide range of skills that are not limited just only to language skills but also to group management and self-management skills, higher-level thinking skills, leadership skills, presentation skills, organizational skills, communication skills and coordination cooperation skills and rational thinking skills.

English for Food and Beverage Service (EFBS) in this study is considered as English for Specific Purposes (ESP) where the purpose of this subject is to develop students' fluency in communicating, concerning to handling guests or costumers in a restaurant using English expressions that correspond to service needs. Being seen from its characteristics, EFBS is considered as hospitality language. It is strengthened by Blue and Minah Harun's argument (2003) where hospitality language can be viewed as an area of English for Occupational Purposes (EOP). However, there is a substantial overlap with General Purposes (GPE).

3. RESEARCH METHOD

This research used mixed-method. There were thirty-five students of fifth semester, majoring in hotel hospitality, academic year of

2020/2021, Akademi Pariwisata Denpasar, used as the sample of the research. The English class was done in collaboration with Restaurant Service Technique (RST) Course with the topic of “handling customers for dinner in a restaurant”. This collaborative learning involved 2 English lecturers and 1 RST lecturer. The collaborative learning was done 3 times with the same topic. In collecting the research data, the researcher used 2 instruments, namely (1) a scoring rubric for a speaking performance test; and (2) Observations notes and unstructured-interview notes.

Performance test is a test that can be used to measure the quality of a job (Candiasa, 2011). To measure English performance of the participants on speaking, it was conducted an oral test through conversations which was done by serving the customers at once. The participants were asked to make a group of three; one acted as a waiter/waitress and two participants acted as guests. Each role was done in turn. The test consisted of conversations for handling guests for dinner in a restaurant referring to restaurant service sequences. The English performance test was used to measure the participants’ speaking performance. The scoring rubric consisted of a measurement of performance based the five criteria, namely fluency, diction, grammar, pronunciation, and content on a four-rating scale ranging from 4 meaning ‘excellent’ to 1 meaning ‘poor’.

All the participants were assigned to take speaking performance test before the collaborative method was conducted (pre-test) and after the method was conducted (post-test). To ensure the content validity of the test and the scoring rubric, two senior lecturers were asked to validate and evaluate them. The result showed that both the test and the scoring

rubric had fulfilled requirement of content validity.

After completing the posttest, all the participant were interviewed to record their feedback toward the collaborative learning. The researchers used a structured-interview to collect the students’ feedback. The main interview questions, adopted from Sugiyono (2014), concern three things, namely those relating to experience, questions relating to opinions, and matters relating to feelings. The quantitative data obtained were calculated by using t-test. The result of the t-test of both pre-performance test and post-performance test were to indicate whether the participants in the collaborative learning had higher scores in their post-performance test at significant level or not. The qualitative data were obtained from the participant observation and interview results. The interview results were transcribed and analyzed using content analysis for additional insights about students’ feedback toward the collaborative learning that had been conducted.

4. RESULTS AND DISCUSSION

4.1 Performance Test Results

In this study, the collaboration between English courses and RST courses aims to improve English language skills by taking actions according to the content of the communication. This is in line with the concept of “Learning by Doing”. Learning-by-doing refers to as experiential learning, learning through action, or learning through discovery and exploration (Likitrattanaporn, 2017).

Based on the results of performance test done before and after giving the treatments, in the form of applying collaborative methods in learning English combined with RST courses with the theme of serving customers for dinner at restaurants, the results of

collaborative learning methods applied in learning English in this study are described with the following statistical data.

Table 1 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	11.37	35	2.059	.348
	Posttest	14.20	35	2.298	.388

Table 1 shows that the pretest given to the students before the implementation of collaborative learning has an average value of 11.37 out of 35 data. The distribution of data (Std. Deviation) obtained is 2.059 with a standard error of 0.348. While the posttest after being given collaborative learning has an

average value (mean) of 14.20 out of 35 data. The distribution of data (Std. Deviation) obtained is 2.298 with a standard error of 0.388. This shows that the posttest gain on the data is higher than the pretest. However, the posttest data distribution range is also getting wider and with a higher standard error.

Table 2 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	35	.860	.000

The Paired Samples Correlations table shows the correlation value which shows the relationship between the two variables in the paired sample. This is obtained from the

bivariate Pearson correlation coefficient (with two-tailed significance test) for each pair of variables included.

Table 3 Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest - Posttest	-2.829	1.175	.199	-3.232	-2.425	-14.237	34	.000

The Paired Samples Test table is the main table of the output that shows the results of the tests carried out. This can be seen from the significance value (2-tailed) in table 3 above. The significance value (2-tailed) of the implementation of the pre-test and post-test was 0.000 ($p < 0.05$). So that the results of the pre-test and post-test experienced a significant

change. Based on the descriptive statistics of the pre-test and post-test, the Paired Samples Test table is the main table of the output that shows the results of the tests carried out. This can be seen from the significance value (2-tailed) in table 3 above. So, it can be concluded that collaborative English learning that was integrated with restaurant technique

courses can improve students' English skills in serving guests for dinner in restaurants.

4.1 Observation and Interview Results

a. Attitudes of Students toward Collaborative Learning

From the results of participant observations of the learning process and the results of researchers' unstructured interviews with the students, the students said that learning English using collaborative methods combined with direct practice of serving guests in restaurants was more interesting than conventional learning methods that were applied previously. From the results of interviews by asking whether the method applied was (1) helpful (2) fun, (3) challenging, (4) unhelpful, and (5) boring, it was found that 76% of students said that collaborative learning methods applied in English language learning was very helpful; 15% said it was great fun; and 9% said challenging. While the two negative indicators were not stated by the students. Thus, the students have a positive attitude towards learning English with a collaborative method with the practice of serving guests in restaurants.

b. Impact of CL on helping Students Achieve English Speaking Skills

Based on the results of the researchers' observations on English learning activities using a collaborative approach, each student was quite active in practicing conversation according to the role performed, either took a role as a waiter/waitress or a customer. They tried to speak according to the service steps in the restaurant, starting from greeting and welcoming guests, asking for guest reservations, seating guests, giving guests a drink list and menu list, taking orders, explaining the menu, serving food and drink to guests, handling additional guests' requests, asking guests satisfaction with the food ordered, handling guest payments, thanking guests for visiting the restaurant, etc.

Of the five indicators of language proficiency for restaurant service purposes

observed, namely fluency, diction, grammar, pronunciation, and content, there were general weaknesses shown by students, namely in aspects of grammar and pronunciation. The average students were still weak in grammar and pronunciation. The most frequent grammatical errors made by the students were in tenses. While in the aspect of pronunciation, many mistakes were done in the pronunciation of past tense and past participle regular verbs, such as the words 'baked' [beɪkt], 'mashed' [mæʃt], 'copped' [kɒpt], 'grilled' [grɪld], 'closed' [kləʊzd], 'signed' [saɪnd], 'cooked' [kʊkt], 'served' [sɜ:vɪd], 'topped' [tɒpt], 'prepared' [prɪ'peəd], 'poached' [pəʊʃt], 'steamed' [sti:md], etc.

c. Impact of CL on Helping Students Acquire Restaurant Service Skills

Because the collaborative teaching of English was carried out simultaneously with the practice of RST courses, this collaborative learning model is rightly said to be 'learning by doing'. In a sense, the practice of communication in English carried out by students is in the context of serving guests directly with an act of service as in real conditions in a restaurant. The students in this collaborative learning, besides they practiced their English skills, also trained their skills in serving guests for dinner in a restaurant. Based on the observations of the researchers, students had been able to show their proficiency in serving guests (customers) in a restaurant with the step by step of services in accordance with the international restaurant service standards.

5. CONCLUSIONS

Based on the results of the English language performance test of 35 students used as the sample of the research, shown that the significance value (2-tailed) of the implementation of the pre-performance test

and post-performance test was 0.000 ($p < 0.05$). Thus, the results of the pre-test and post-test experienced a significant change. Therefore, the collaborative learning method applied in English course involving RST courses which was carried out in an integrated manner between English practice and serving guests in restaurants can improve English speaking skills in restaurant services.

Based on the results of the observations and unstructured interviews, students stated that the collaborative method was very helpful, fun and challenging. In addition, students felt that their English-speaking skills had significantly improved because communication was done with actions. This really helped them to try to speak according to the context of service in the restaurant. The collaborative method of learning English for this special purpose was implemented in an integrated manner with service practices in restaurants, so that an increase also occurred in student skills in restaurant services.

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