

TEACHING ENGLISH TO FOOD AND BEVERAGE STAFF USING A ROLE-PLAY METHOD

**Odellia Bunga Wijanarko^{1*}, Kezia Christy Sandika²,
and Fransisca Tyas Ayu Kinanthi³**

^{1,2,3}Sanata Dharma University

odellia.bw@gmail.com¹, keziachrisan030802@gmail.com²,

and fransiscatyas77@gmail.com³

*correspondence: odellia.bw@gmail.com¹

<https://doi.org/10.37147/eltr.v7i2.175>

received 16 May 2023; accepted 13 July 2023

Abstract

This study is conducted to apply the role-play method in teaching English for Specific Purposes (ESP) specifically for teaching English to Food and Beverages staff at Melcosh Café so that they can handle foreign customers who visit the cafe. The steps that we take will be by Huang's theory (2008), which are (1) deciding the teaching material, (2) selecting the situation and creating the dialogue, (3) teaching dialogue for role play, (4) having students practice the role play, (5) having students modify the situation and dialogue, and (6) evaluating and checking students' comprehension. To make them learn better and also get the best result, it is better to learn and train their English using role-play methods so that they get the feeling of serving foreign customers in real-life situations. The result of this study is the handbook which incorporates ESP principles and roleplay practice.

Keywords: English for specific purposes, food and beverages, role-play

Introduction

English is an international language that is used as an international language that is used as a language barrier among countries (Nordquist, 2021). Christine Kenneally in her book "The First Word" said that "Today there are about 6,000 languages in the world, and half of the world's population speaks only 10 of them. English is the single most dominant of these 10. British colonialism initiated the spread of English across the globe; it has been spoken nearly everywhere and has become even more prevalent since World War II, with the global reach of American power." Not only for daily communication, English is also important for many fields (Crystal, 2003). For example, education, work, entertainment, industry, and so on. So, it is important to master at least basic English to be able to deal with and run all the fields that require English to collaborate with other countries.

As we already know, Indonesia is very famous for its tourist attractions. Therefore, we can easily spot many tourists in every corner of Indonesia. Not only of the great view, landscape, buildings, and history, but tourists who come to



Indonesia are also curious about the cuisine. They will go to some unique and interesting culinary spots to try the cuisines.

With this fact, every culinary spot in Indonesia needs to be able to speak English to be able to serve tourists from abroad. No 100% perfect English is needed but the understandable and clear one is.

In the framework of Melcosh café, it is stated that English is very important and needed there, especially for the food and beverage (FnB) area because the café is often visited by foreign customers. By being able to speak English, the café will benefit more because they have very good hospitality when it comes to serving foreign customers, such as greeting them, taking their orders, handling complaints and questions, and so on. However, there is a problem here. The problem is that there is no actual English training session for the staff there. Therefore, most of the staff cannot speak English. The age difference among the staff is also a problem for English mastering because every age has its way of learning and its way of receiving knowledge.

Since the biggest part of dealing with foreign customers is handled by FnB staff, they should be able to confidently and comfortably talk to the customers and serve them. To make them learn better and also get the best result, it is better to learn and train their English using role-play methods so that they get the feeling of serving real foreign customers (Harbour & Connick, 2005; Lebaron & Miller, 2005).

Role-play method

Role-play is a method of teaching that has been used for a long time (Rojas & Villafuerte, 2018). According to Collins Dictionary, role play is the act of imitating the character and behavior of someone different from yourself, for example as a training exercise. Other than in training exercises, this pedagogy is a flexible pedagogy that can be used in broad contexts and content areas (Anthony, n.d; Blatner, 2009; Rao & Stupans, 2012). The guidelines for the role-play are usually modeled on realistic criteria so the students can get as close to “the real thing” as possible.

Role-play exercises allow students to assume the role of a person or act out a given situation. Role-plays are usually short, spontaneous presentations, although they can be longer, more elaborate productions where participants have diligently researched their role's background before the presentation (Bonwell & Eison, 1991, p.47). These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario. Exposing students using role-play, can help them understand and prepare them for what real-life situations could offer.

There are six stages of using role play for teaching practice proposed by Huang (2008), it covers (1) deciding the teaching material, (2) selecting the situation and creating the dialogue, (3) teaching dialogue for role play, (4) having students practice the role play, (5) having students modify the situation and dialogue, and (6) evaluating and checking students' comprehension.

English for specific purposes (ESP)

ESP is different from general English (Bin, 2014; Rif'ah, 2022). When general English provides the basic needs of every English learner. ESP provides English that is focused on the needs based on the working fields (Strevens,

1988). Hutchinson and Waters (1987) stated that “ESP is, then, an approach to language teaching in which all the decisions as to content and method are based on the learner's reason for learning.” Belcher (2012) also stated that ESP assumes that the problems are unique to specific learners in specific contexts and thus must be carefully delineated and addressed with tailored-to-fit instruction. This statement means that everything in ESP is student-centered where every material is made by the students' needs. ESP is needed if a person is working in a job that is required to be able to speak English but unfortunately, they cannot, so they need ESP to train them in English that is at least related to their job.

Dudley and St. John (1991) mention two types of ESP characteristics, namely:

1. Absolute Characteristics.
 - 1) ESP is defined to meet the specific needs of the learner.
 - 2) ESP makes use of the underlying methodology and activities of the discipline it serves.
 - 3) ESP is centered on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities.
2. Variable Characteristics.
 - 1) ESP may be related to or designed for specific disciplines.
 - 2) ESP may use, in specific teaching situations, a different methodology from that of general English.
 - 3) ESP is likely to be designed for adult learners, either at a tertiary-level institution or in a professional work situation. It could, however, be for learners at the secondary school level.
 - 4) ESP is generally designed for intermediate or advanced students.
 - 5) Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Robinson (1980) mentioned that there are three variables in ESP, they are (1) ESP is goal-oriented learning. In this setting, learners study ESP because it has specific aims in academic and professional backgrounds with one another, rather than because they need to learn that language because of the language and culture included in it. 2) ESP material is designed and developed using the need analysis concept. The concept of needs analysis seeks to specialize, relate, and bring learners closer to what they require in both academic and professional fields. 3) ESP is oriented more toward adult learners than children or adolescents. This makes sense because ESP is generally taught at the secondary and higher academic levels, as well as in the professional or workplace.

Food and beverages (FnB)

The hospitality industry is a job field for businesses that provide services to customers (Insights, 2023; Seto, 2013). Four main areas can be found in the hospitality industry. Those are Food and beverages, Travel and Tourism, Lodging, and Recreation. The food and beverages (FnB) area is the one that can be easily found in our society. As the name, food and beverages (FnB) are an area in the hospitality industry that includes places that service or sell food (The Working Centre, 2023). Restaurants, cafes, roasteries, and catering businesses are included in the food and beverages (FnB) area. Same as the other job fields, especially in the hospitality industry, food and beverages (FnB) need English as

part of the job. English is needed because English is one of the tools of communication for the staff in the food and beverages (FnB) area. Sometimes a restaurant, cafe or roastery is visited by foreign customers so the staff have to know English well. Besides that, if they can speak English well they will know how to explain the ingredients or anything about the food to the customers.

Melcosh as one of many hospitality industries, especially the food and beverages area (FnB) also trains their staff in the English language. While learning they will know how to use English to customers. And here, the staff will use role-play as the method of learning English.

Method

Since this research is dealing with the use of the role-play method in teaching English, this research is done under the ethnography research. Ethnography research is defined as the study of the culture/characteristics of a group in the real world rather than in laboratory settings. Creswell (2017) defines “ethnographies, in which the researcher studies an intact cultural group in a natural setting over a prolonged period by collecting, primarily, observational data” (p. 14). Ethnography research is focusing on everyday behaviors in identifying norms, beliefs, social structures, and other factors (Muhartoyo, 2007). So, ethnography research's objective is to gain insights into how users interact with things in their natural environment. Ethnography research is conducted by doing an observation or a face-to-face interview. In this case, we run the observation in the class while teaching. This study is done to get evidence of the effectiveness of the use of role-play in teaching English to Melcosh Cafe FnB staff. This study is done using the ADDIE procedure, which is analysis (need analysis), design, development, implementation, and evaluation.

Findings and Discussion

Result

In implementing the role-play method we follow some steps that are stated by Huang (2008):

- (1) Deciding the teaching material,

To decide on the material that we will teach we conduct a need analysis to the client. We did it by handing out a survey via Google Forms and discussing it with the manager. From the data that we collected, we conclude several things that can be seen in Table 1.

Table 1. Need analysis conclusion

Criteria	Description
Needs	English for Food and Beverages
Lacks	(1) Confidence in using English, (2) Age, (3) Motivation, (4) Funds
Wants	(1) Explanation and direction around the place, (2) Menu explanation, (3) Customer needs fulfillment, (4) Communication with the customer

From this data analysis, we construct the most suitable module to help our client in learning English. This module will guide us in implementing the role-play teaching method. Inside the module, we will provide basic knowledge about the unit, dialogue examples, practices, and vocab banks.

(2) Selecting the situation and creating the dialogue,

After conducting the need analysis, we plan the topic that we will teach to them. The topic was then outlined in our syllabus. We decided to select the situations for the role-play according to our syllabus that we have made. The syllabus can be seen in Table 2.0. We make it just like what customers will experience in real-life situations from the moment they enter the cafe until when they go home.

Table 2. Syllabus

No	Meeting	Topic
1	Welcoming Guests	Greeting and introduction
2	Taking Order	Sitting the guests and taking orders
3	Recommending Menu	Explaining menu, menu recommendation
4	Progress Test	Unit 1-3
5	Serving Payment	Payment transactions, options, changes
6	Handling Complaints	Facing complaints and mistakes
7	Direction to Places	Giving directions, explaining places
8	Receiving Visitor (Surveyor)	Greeting, offering, small talk
9	Final Test	Unit 5-8

(3) Teaching dialogue for role play,

In each meeting, we will provide a role-play section but before they act it themselves we as the teacher will give some examples. We will teach them how to communicate the dialogue to the customer, the intonation, pronunciation, and also some gestures needed. This step is important step so that students can get an idea of how the role-play will go.

(4) Having students practice the role play,

In each unit, the students are provided with some dialogue in their module. The dialogues are meant to be one of the guides for the students training their speaking and reading skills. They are not only reading the text, but they also have to act the way they have to act when they are serving a customer at the cafe.

(5) Having students modify the situation and dialogue,

After the students practice their role-play, they are also asked to write a dialogue. In this step, they just need to modify the provided dialogue with a new situation. For example, they are learning about handling payments where there is bill information. Then, the situation will be filled with other new bill information and students just need to change those into the new one.

(6) Evaluating and checking students' comprehension

In this evaluation step, students are evaluated and assessed through their activeness and performances throughout the learning process. They will be assessed through their curiosity, confidence in answering and asking their

writing, and their speaking. For the evaluation, students will be evaluated through their role-play performances. The points that are evaluated are their writing, their speaking, their intonation, their vocabulary, their pronunciation, and the way they act in the role-play session.

Discussion

After doing the role-play teaching, we got some things that we notice. We can see that the staff gain some improvement and confidence in their English communication skills. We can also see from the role-play practices that have been done, they at the very least can understand and convey what they want to communicate with the customers as it is in real life. Other than from real-life observation, we also gain some proof from the evaluation questionnaire that we share via Google form. Overall thoughts from the participants are they felt happy learning using the role-play method because it is close to what real-life situations might happen. They felt some improvement in their English communication skills and felt like they have acquired at least the basic communication skills that are needed specifically for their job.

Conclusion

Role play is one of the most effective methods that can be used in the teaching process. It is a fact that found after that method is used to teach English to staff in Melsoch. These methods bring a fun atmosphere to the learning process, so the participants feel energized and confident in following the learning activity. But before those results and things are found, we make sure that we covered our participants' needs that we got through our need analysis. At the end of our learning process, we got an answer from our background that the role-play teaching method is very helpful in improving the communication skills of Melcosh staff. The effectiveness of the role-play method was proven by the participant which showed through the answers to a questionnaire via Google form. So, it is recommended to use the role-play teaching method for better results in real practice.

References

- Anthony, L. (n.d). *English for specific purposes: What does it mean*. Retrieved 15 June 2023, from <https://www.laurenceanthony.net/abstracts/ESParticle.html>
- Belcher, D. D. (2012). English for specific purposes: Teaching to perceived needs and imagined futures in world of work, study, and everyday life. *TESOL*, 40(1), 133-156. <https://doi.org/10.2307/40264514>
- Bin, W. (2014). English for specific purposes on its way. *Journal of University of Shanghai for Science and Technology (Social Science edition)*, 36(1), 1-6. Retrieved from <https://jss.usst.edu.cn/html/2014/1/20140101.htm>
- Blatner, A. (2009). *Role-playing in education*. Retrieved from <http://www.blatner.com/adam/pdntbk/rlplayedu.html>
- Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom*. 1991 ASHE-ERIC higher education reports. Retrieved from <https://eric.ed.gov/?id=ED336049>
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th Ed.). London: Sage Publications.

- Crystal, D. (2003). *English as a global language*. Cambridge: Cambridge university press.
- Harbour, E., & Connick, J. (2005). *Role-playing games and activities rules and tips*. bussinessballs.com. Retrieved from <https://www.businessballs.com/roleplayi nggames.htm>
- Huang, I. Y., & Shan, J. (2008). Role play for ESL/EFL children in the English classroom. *The Internet TESL Journal*, 14(2), 1-10. <http://iteslj.org/Techniques/Huang-RolePlay.html>
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge: Cambridge university press.
- Insights, E. (2023). Hospitality industry: All your questions answered. Retrieved 15 June 2023, from <https://hospitalityinsights.ehl.edu/hospitality-industry>
- Johns, A. M., & Dudley-Evans, T. (1991). English for specific purposes: International in scope, specific in purpose. *TESOL Quarterly*, 25(2), 297-314. <https://doi.org/10.2307/3587465>
- Kenneally, C. (2007). *The first word*. New York: Viking Penguin.
- Lebaron, J., & Miller, D. (2005). The potential of jigsaw role-playing to promote the social construction of knowledge in an online graduate education course. *Teachers College Record*, 107(8), 1652-1674. Retrieved from <https://eric.ed.gov/?id=EJ694405>
- Muhartoyo, M. (2007). Introduction to research methodologies in language studies. *Lingua Cultura*, 1(1), 11-18. <https://doi.org/10.21512/lc.v1i1.257>
- Nordquist, R. (2021, July 31). *English language: History, definition, and examples*. Retrieved from <https://www.thoughtco.com/what-is-the-english-language-1690652>
- Rao, D., & Stupans, I. (2012). Exploring the potential of role-play in higher education: Development of a typology and teacher guidelines. *Innovations in Education and Teaching International*, 49(4), 427-436. <https://doi.org/10.1080/14703297.2012.728879>
- Rif'ah, L. (2022). *English for specific purposes (ESP). What does it mean?* | Binus University Malang. Retrieved 15 June 2023, from <https://binus.ac.id/malang/2022/08/english-for-specific-purposes-esp-what-does-it-mean/>
- Robinson, P. C. (1980). *ESP (English For Specific Purposes)*. Oxford: Pergamon Press, Ltd.
- Rojas, M. A., & Villafuerte, J. (2018). The influence of implementing role-play as an educational technique on EFL speaking development. *Theory and Practice in Language Studies*, 8(7), 726-732. <https://dx.doi.org/10.17507/tpls.0807.02>
- Seto, A. (2013). Speech acts annotation for business meetings. *The Asian ESP Journal*, 9(2), 119-147.
- Stevens, P. (1988). ESP after twenty years: A re-appraisal. In M. Tickoo (Ed.), *ESP: State of the art* (pp. 1-13). Singapore: SEAMEO Regional Language Centre.
- The Working Centre. (2023). *Food and beverage industry*. Retrieved 15 June 2023, from <https://www.theworkingcentre.org/food-and-beverage-industry/700>