
TEACHING ENGLISH USING ROLE-PLAY METHOD FOR FOOD AND BEVERAGES STAFF AT MELCOSH CAFE, KALIURANG, YOGYAKARTA

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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 in accordance with 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, Role-play, Food and Beverages

INTRODUCTION

English is an international language that is used as an international language that is used as a language barrier among countries. 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. 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 in order 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, it is important for every culinary spot in Indonesia 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 own way of learning and its own way of receiving knowledge.

Since the biggest part of dealing with foreign customers is handled by FnB staff, it is better for them to 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.

Role-play Method

Role-play is a method of teaching that has been used for a long time. According to Collins Dictionary, role play is the act of imitating the character and behavior of someone who is 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 (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. 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. Hutchinson, T., & Waters, A. (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 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.

Based on Dudley and St.John (1997), there are two types of ESP characteristics. The two types of ESP characteristics are:

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 (1990) 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. 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. 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.

METHODOLOGY

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 (2003) defines “ethnographies, in which the researcher studies an intact cultural group in a natural setting over a prolonged period of time by collecting, primarily, observational data” (p. 14). Ethnography research is focusing on everyday behaviors in identifying norms, beliefs, social structures, and other factors. 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.

RESULT 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 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.

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