

JAPANESE LANGUAGE LEARNING FOR FRONT OFFICE BASED ON ROLE PLAYING IN DIPLOMA III HOSPITALITY PROGRAM AT DENPASAR ACADEMY OF TOURISM

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ABSTRACT

Japanese language learning is needed to help in preparing hospitality students to face the work field in line with the fact that the visit of Japanese tourists to Bali ranked in the top five. This study was done to examine the use of Japanese for hospitality especially front office through role-playing among the fifth-semester students of Diploma III Hospitality at Denpasar Academy of Tourism. This study was done in the form of qualitative research with observation as the research method. The result showed that the Japanese language learning done using role-playing method could maximize the practice of the students' Japanese language as staff and guests with the given scenarios. Moreover, the use of role-playing helps the students to gain new knowledge through direct experience. It is also found that there were several challenges during the teaching and learning process such as the lack of appropriate gestures, mispronunciation, and time management. This study indicated that Japanese language learning is necessary in hospitality teaching and learning process to help the students to face the work field. It also implies that the lecturer especially Japanese lecturer need to highlight the use of role-playing during the teaching and learning process.

Keywords: Front Office; Hospitality; Japanese Language Learning; Role-Playing

I. Introduction

Tourism development in Indonesia, especially in Bali, has begun to rise from the post-Covid-19 pandemic. In this case, today's economic growth is also affected by the tourism sector. It could be seen from the employment opportunities that are increasingly open to the community. In the tourism sector, foreign language skill is one of the tools to communicate with international society (Wijayanti, Petranto, & Saharjo, 2022). Therefore, having good foreign language skills is one of a requirement in the tourism field. It is because having good foreign languages skill could enhance greater job opportunities as well as support the career path, especially in the hospitality field which required interaction with a foreign language.

In line with that, foreign language learning especially Japanese is widely used in the tourism field. It is because the visit of Japanese tourists to Bali ranked in the top five (Nutria & Meidariani, 2019). Therefore, Japanese language learning is needed to support the hospitality staff to serve and accommodate foreigners from Japan. Karnawati & Wisesa (2016) supported that Japanese language ability is essential as a communication tool for a receptionist to communicate with Japanese guests. In this case, the receptionist belongs to the front office department. The front office department is widely studied in the tourism campuses to have graduates that can work in the tourism industry. Thus, a receptionist should master foreign language skills, such as English and Japanese. Having good foreign language skills could maintain the guests' satisfaction. Research from Karnawati & Wisesa (2016) proved that Japanese language skills significantly affected the service in a positive way.

Denpasar Academy of Tourism is one of the vocational campuses that teach Japanese language learning for hospitality, especially for Diploma III Hospitality and Diploma III Tour and Travel Business students. Japanese language learning for hospitality at Denpasar Academy of Tourism is learned in the two semesters, namely in semester IV and semester V which focuses on basic Japanese language learning and hospitality Japanese language learning such as Front Office. Certain materials in hospitality Japanese language learning are applied by using the role-playing method between the guest and the staff. The role-playing method allows the students to have meaningful experiences by applying the language directly.

According to Mulyono (2012), role-playing is a learning method that allows students to create historical and actual events, as well as events that may be happening in the future. It is supported by Fatmawati (2015) who states role playing is a learning model that asks the learners to play a role based on the scenario that has been prepared. By using role-playing, the students are expected to prepare themselves to be able to provide services to the guests using Japanese. Role-playing is also used to train the students to deal with the hospitality situations that will be faced in the hospitality industry. In the hospitality Japanese language learning especially in the Front Office department, the students learn the use of Japanese in dealing with the guests both at check-in and check-out.

A study by Nurita & Meidariani (2019) found that the staff's Japanese language skills could affect the guests' satisfaction directly or indirectly. Further, it was found that there were interference or mistakes by the staff during the process of check-in and check-out. It leads the researcher to conduct a study that could help the students in avoiding Japanese interference as the hotel staff provides the best service. Besides, a study by Nurita & Meidariani (2019) suggested that the hotel staff must increase their knowledge of the Japanese language and culture to minimize interference through non-formal and formal education. Therefore, educators need to help the students for preparing themselves for the Japanese language and culture. One of the

solutions could be done through the teaching and learning process. In conclusion, this study examines the use of Japanese for hospitality especially Front Office through role-playing.

II. Methods

This research was done towards Diploma III Hospitality students in semester V (VA) of Denpasar Academy of Tourism in the academic year 2022/2023 with 16 students as the subjects. The criteria of the research subject are the students who take Japanese hospitality course (Japanese 2) with Front Office as the focus of the learning material. Further, the observation method was used to obtain the data by observing the learning process of Japanese hospitality course through role-playing. The observation results were described using qualitative descriptive analysis.

Review of Related Literature

There are some previous related studies conducted by other researchers. The first study comes from Melyawati, Suriani, and Ariani (2022) entitled “*Penerapan Model Role Playing Berbantuan Audio Visual untuk Meningkatkan Keterampilan Belajar Siswa pada Mata Pelajaran Front Office di SMK Negeri 1 Kubu*”. This study was done to know the effect of role-playing based audio visual to improve the students’ learning skills in Front Office subject. The result indicated that the use of role-playing based audio visual in Front Office subject could improve the students’ skills related to Front Office subject.

Another related study comes from Dima (2018) entitled “*Peningkatan Pemahaman Antar Budaya Mahasiswa dalam Pembelajaran Front Office melalui Metode Role Play dan Tutor Teman Sebaya*”. This study was done to know the effect of role play and peer tutor in the Front Office teaching and learning process. The result showed that role play method and peer tutor are significant in increasing the students’ cross culture understanding.

From the studies above, it could be assumed that role-playing could lead to a successful teaching and learning process for Front Office subject. However, none of the studies above discussed about the use of role-playing in Japanese language learning especially for Front Office subject. Therefore, this study could emphasize the importance of role-playing to teach Front Office in Japanese language learning

III. Findings and Discussion

Based on the results of observation, the material used in the Japanese language learning (Japanese 2) is front office. In this case, the fifth-semester students also have practicum for Front Office. Therefore, the students could apply the material directly in the classroom.

Japanese Language Learning for Front Office based on Role Playing

Hospitality Japanese learning begins with practicing new vocabulary and expressions used in hospitality situations. In this research, two Diploma III Hospitality students took turns playing the role of staff and guest. The students do not use Japanese letters because the learning process focused on speaking skills. The following is the scenario of check-in at the hotel, which can be seen in table 1.

Table 1. The Scenario of Check-In At The Hotel

<i>Chekku In (Check In)</i>	
Front Office	: <i>Irasshaimase. Chekku in desu ka.</i> Welcome to our hotel. Do you want to check in?
Sato Ichiro	: <i>Hai. Sou desu. Sato Ichiro desu.</i> Yes, I would like to check in. I am Sato Ichiro.
Front Office	: <i>Yoyaku wa itadaite imasu ka.</i> Have you booked a room before?
Sato Ichiro	: <i>Kore ga yoyaku no kakuninsho desu.</i> This is my room reservation slip.
Front Office	: <i>Arigatou gozaimasu. Shoushou omachi kudasai.</i> Thank you. Please wait a moment.

In this part, the students play a role in how to serve the guests when checking in at the hotel. The students who play the role of staff were trained to provide gestures and attitudes in serving the guests when checking in. The choice of words used in the conversation is *keigo* (respectful expression) which is commonly used in the hospitality industry as in the use of *shoushou omachi kudasai*. The activity continued with the next conversation activity, which can be seen in table 2.

Table 2. The Scenario of Check-In At The Hotel

Front Office	: <i>Omatase shimashita. Kono kaado ni onamae to juusho o kaite kudasai.</i> <i>Sore kara, koko ni sainshite kudasai.</i> Sorry to keep you waiting. Please write your name and address on this card. Then, please sign here.
Sato Ichiro	: <i>Kore de ii desu ka?</i> Is this enough?
Front Office	: <i>Hai, arigatou gozaimasu. Nan paku otomari desu ka.</i> Yes, that's enough. How long you will stay?

Sato Ichiro	: <i>Go haku muika no yotei desu.</i> I would like to stay for six days and five nights.
Front Office	: <i>Donna oheya ga yoroshii desu ka?</i> What type of room would you like?
Sato Ichiro	: <i>Tsuin no heya onegai shimasu.</i> I would like a twin room.
Front Office	: <i>Hai, shou shou omachi kudasai</i> All right, please wait for a moment.
Front Office	: <i>Omatase shimashita. Okyaku sama no oheya wa ichi ichi ni san desu.</i> Sorry to keep you waiting. Your room number is 1123.
Sato Ichiro	: <i>Arigatou.</i> Thank you.
Front Office	: <i>Arigatou gozaimasu, kore ga oheya no kagi desu. Beruboui ga goannai Shimasu. Nanika gozaimashitara, furonto made odenwa kudasai. Douzo Goyukkuri.</i> Thank you very much. This is your room key. The bellboy will take you to your room, if you need anything please call the front desk. Have a nice rest.

In the conversation above, students who did role-playing could play their role as hotel staff also. The staff has to ask about the type of hotel room desired by the guest and the duration of stay. The staff gives the hotel room number and the bellboy escorts the guest to the hotel room as well as carries the guest's luggage.

In order to know the effect of role-playing towards the students' Japanese language learning, the researcher assess the students' performance regularly. It comes out that there is positive improvement from the students' performance. Before the use of role-playing as the teaching method, the students' performance score were varied from 72-82. Meanwhile, there is a score improvement for the students' performance after the use of role-playing in the teaching and learning process. The students' performance score were varied from 80-90. It implies that the use of role-playing helps the students to gain new knowledge through direct experience in using Japanese

Challenges in Japanese Language Learning for Front Office based on Role Playing

The results of this study showed that the challenges found in learning Japanese Hospitality, especially in the Front Office Department based on role-playing varied from (1) The use of appropriate gestures during the conversation. In doing the conversation, the students have to do the correct gesture based on the hotel service standards. For example, the students have to

do *ojigi* or Japanese bowing at the beginning of the conversation. However, it was found that the students struggled in doing *ojigi* as could be seen from how the students did *ojigi* too quick when greeting. (2) Mispronunciation from the students during the conversation. Besides, the intonation during the conversation also does not match the pronunciation. In this case, this challenge was influenced by the student's mother tongue. (3) In doing role-playing, the students need more time than the lecturing time.

In line with the challenges found, it could be handled by learning Japanese language intensively. Besides, understanding the concept of *omotenashi* could help the process of learning Japanese language intensively. Morishita (2021), Rosliana (2018), and Wijayanti & Saifudin (2021) stated that *omotenashi* or hospitality in Japan refers to a professional strategy to attract and satisfy customers. One of the dimensions in *omotenashi* is *omotenashi* front office as part of hospitableness dimension. A research from Wijayanti & Saifudin (2021) supported that the important position in *ryokan* is front office especially receptionist. Moreover, the staff in the front office must have good Japanese language skills.

IV. Conclusion

Based on the discussion above, it could be concluded that the learning process of Japanese course done by the students focuses on the conversations in the context of hospitality is in line with the material and scenario in the learning module. By using role-playing-based conversation scenarios, the students could maximize the practice of their Japanese as staff and guests. One of the common scenarios found could be seen in the staff asking the guest about the desired hotel room type of hotel room that the guests want and how long the guest will stay at the hotel. The staff will give the hotel room number and the bellboy will escort the guest to the hotel room as well as carries the guest's luggage

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