THE EFFECT OF TAKING ORDER SERVICE SIMULATIONS ON STUDENTS’ SPEAKING ENGLISH SKILL FOR HOTEL PROGRAM AT POLITEKNIK MBP MEDAN

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ABSTRACT

This research is intended to find out The Effect of Taking Order Service Simulations On Students’ Speaking English Skill For Hotel Program At Politeknik Mbp Medan. The methodology of this research by experimental quantitative research. The population of this research is the third semester students Hotel Program of Politeknik MBP Medan with three classes that consist of 75 students. The sample of this research is two classes which were selected by using cluster random sampling technique. The first group is H 3/3.B which consists of 30 students as control group and H 3/3.A consist of 23 students as experimental group. There are two tests given, pre-test and post-test. The experimental group taught with applying taking order service practice, while control group with conventional method. The result showed that t-observed is higher than t-table with the level of significant (0.05) and the degree of freedom (df = 53) The data was analyzed by using t-test formula in order to see the students’ score and whether the method is affect or not. The analysis showed that t-observed is higher than t-table with the level of significant (0.05) and the degree of freedom (df = 53). The hypothesis of the study is accepted. It can be concluded that Taking Order service simulations is an activities affect on Students’ speaking English skill

Keywords: speaking technique, simulation, taking order

INTRODUCTION

1.1 The Background of The Study

International travel is a rapidly growing activity entailing cross-cultural communication between host and guests from different linguistic backgrounds. There is therefore a growing worldwide need for front line staff as hosts in the hospitality industry who are able to communicate effectively with a guests. Language is a communication tool in the form of sound system or the voice system which it produced by human’s vocal organs. Each of the language’s sign has the meaning. It purposed to make the communication be interactive. Language is used in a group of civilization. The language for each group is different. To mastering the language we have to understand and learn about the four skills of languages. They are speaking, reading, writing, and listening. Each of them are important and has the relation one another.

In the international relationship, English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. The area of English has always become a special interest. It’s because of the importance of English in any scope of our lives.

English speaking skill is very important to be able to practice in the wide world of work. Speaking enables interaction among people from different parts of the world. The speaking skill is measured in terms of the ability to carry out a conversation in the language as speaking has now become so functional such as being able to speak with people around the world.

The hospitality industry is one of the largest components of the global economy. The rapid development of the hospitality industry can directly affect language need. Employees of the hotel industry have the same pressure to communicate efficiently with English speaking hotel clients. Mastering the art of speaking, especially to practice taking order service in restaurant is the single most important aspect of learning to carry out a conversation in the language. Most of the lessons are function based and contain common expressions for various functions that are likely to be encountered in the hotel industry.

Taking orders in restaurant is one of simulation activities may encourage students to have a dialogue with guests, employees, and managers to obtain a variety perspectives on the
guest experience. The lessons include role play simulations so students can practice using the language in situations they are likely to encounter when on the job. The dialogues, role play situation, activities provide greater relevance to specific jobs and more pertinent to individual jobs found in hotel. Speaking English for taking order services practice is one of the best way to improve the students skill of Hotel Program at Politeknik Mandiri Bina Prestasi Medan to speak, they have to use English in every practice they do. Marriam Bashir in British Journal of Arts and Social Sciences (2011) explain “Learning to speak also demands a lot of practice and attention . We learn to speak our mother tongue just by listening and repeating. The teacher can adopt the same natural way. He can give them certain structures and ask them to repeat. This will removes their shyness. He can give those drills in the basic patterns of language. Asking short questions and the use of short dialogues in the class room can also develop this skill “.

In addition there are many factors can cause the problem of the students’ speaking skill such as students’ interest, the material, the media among others, including the way in teaching English. This one of the students communication weakness, when they sent for Job Training, they could not proper in communication even for the simple conversation . Of course there are many good reasons of taking order service practice. Hopefully through simulations Students should understand in two side communication to avoid misunderstanding.

For these reasons and based on the background of the study above, the writer is interest in analyzing of taking order services simulations for the third semester students Hotel program at Politeknik MBP Medan.

1.2 The Problem of the Study

The problem of the study is “Does Taking Order Service Significantly Affect the Students’ Speaking English Skill of the Hotel Program at Politeknik MBP Medan ?”

1.3 The Objective of the Study

Based on the study above, this study is aimed at finding out whether Taking Order Service affects the Students’ Speaking English Skill of the Hotel program at Politeknik MBP Medan significantly.

1.4 The Scope of the Study

There are many types of speaking, they are conversation, dialogue, monologue and discussion. The scope of the study is limited only to investigate the application of simulation dialogues in Taking Order Service to the Students’ Speaking English Skill. This study will be applied to the third semester of students for Hotel Program at Politeknik MBP Medan.

1.5 The Significances of the Study

There are two kinds of significance in a scientific study. There are the theoretical significance and the practical significance. The two significances as follows :

1.5.1 The Theoretical Significance

Theoretically, the result of the study is expected to be useful for the readers to enrich the horizon of English learning theory and expected to be significant for improving theories of speaking ability through taking order service.

1.5.2 The Practical Significance

The findings of the study are practically expected to be significant for :
1. To the English teachers to motivate the students to speak English well and make them more active in the learning process.
2. To the students to practice and develop the four language skills but to focus more on speaking.
3. To other researchers, it would be useful to expand their knowledge, skills and understanding required by students activities to become professional waiters or waitresses.
4. To the writer, it would be useful to improve her knowledge and more understanding how to teach students through creative ways.

1.6 Hypothesis

Ho : There is no significant effect of taking order service practice on students’ speaking English skill
Ha : There is a significant effect of taking order service practice on students’ speaking English skill

REVIEW OF LITERATURE

2.1 Speaking

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts “ (Hayriye Kayi, 2006). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued teach speaking just as repetition of drills or memorization dialogues. However, today’s world requires that the goal of teaching should improve students communicative skills, because
only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

English for Specific Purposes is a term that refers to teaching or studying English for particular career (like law, medicine, hotel) or for business in general. Pauline C. Robinson (2012) describes ESP as a type of English Language Teaching and defines it as “goal-oriented language learning” which means that students have to attain a specific goal in the process of learning. According to the same author, “Students study ESP not because they are interested in the English language as such but because they have to perform a task in English. Their command of the English language must be such that they can reach a satisfactory level in their specialist subject studies”.

2.2 Speaking Skill

Nunan (2002 : 226) mention that to improve students communicative skills there are few characteristics to get competence in communicative: (a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking (e.g., knowing how to begin and end conversation, 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 situation) ; (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.

Many language learners regards speaking skill as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than ability to read, write or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Speaking ability is the mastery of a speaker to speak in a language incorporating some factors namely accent, grammar, vocabulary, fluency and comprehension. According to Marriam Bashir (2011:38) who writes Factor Effecting students’ English Speaking skills in British Journal of Arts and Social Sciences, Language learners need to recognize that speaking involves three area of knowledge : a.Mechanics (pronounciation, grammar and vocabulary) : b.Function (transaction and interaction) : c. Social and cultural rules (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants).

2.3 Function of Speaking

Numerous attempts the have been made to classify the function of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional function of speaking (in which it serves to establish and maintain social relations), and the transactional function (which focus on the exchange of information). There are an expanded three part version of Brown and Yule’s framework they are: Talk as Interaction, Talk as Transaction and Talk as Performance.

2.4 Speaking skill in Taking Order service simulations

Marsum WA (2005: 326) in Restaurants and Problems described Taking order is one from many activities to encourages students speaking skill. When Taking order student should listen from the guests order carefully with a full attention to avoid misunderstanding in hearing the orders. Taking order is an art of describing from both side a waiter and their company. Taking order were taken and written in proper manner and guaranteed every guests has their own order in the good service. This is also the time when a waiter can increase sales by suggesting to the guests with dishes that presumably will give a tidy profit.

2.5 Factors affecting Speaking ability

In order to measure the speaking ability, there are some elements that should be given a close attention, they are:

a. Accent

Hornby (1978) in Oxford Student’s Dictionary of current English Accent is a mark or symbol used in writing and printing to show a vowel sound or syllabic stress. It is also the distinctive manner of oral expression.

b. Grammar

Grammar is a description of the language system. It shows us how we order words in sentences, how we combine them and how we change the form of words to change their meaning. (Hadfield, 2008).
c. Vocabulary
Widdowson thought that the native English speaker can understand those language material with correct vocabulary but not so proper in grammar rules rather than those with correct grammar rules but not so proper in vocabulary use. (Yiwei, 2009 : 128)

d. Fluency
Fulcher (2003:30) looks at fluency as the ability to fill time with talk or repeating words. Fluency is the area of language ability which relates to the speed and ease with which a language learner performs in one of the four core language skills of speaking, listening, reading and writing.

e. Comprehension
Comprehension is defined as the identification of the intended meaning of written or spoken communication. Comprehension is the ability to listen, to understand and to speak accordingly to what a speaker intended.

2.6. Taking order
Richard Sihite (2000) describe Order taking is a skilful art that reflects the efficiency of both the waiter and the establishment. An order taken down clearly and precisely would ensure that each guest guests exactly what he has ordered and in the right sequence. This is also the time when a order-taker can prove his salesmanship by pushing through suggestions on menu items that yield a high profit margin.

A course in the menu must have the logical sequence of a classical menu. Of course, the sequence is according to what range the establishment offers. The normal sequence would be: 1) Appetizer, 2) Soup, 3) Main Dish, 4) Sweet Dish, 5) Coffee

Normally the dessert and coffee order is taken after the main meal is completed. Base on Restaurant Operation handbook of Politeknik MBP, “Taking order is one of the main duties of service personnel in the food and beverage outlets”. The purpose of taking an order is a)To write all the guests order concerning food and beverage items chosen. b)To memorize his orders, the service personnel should write order slip clearly. c)These order slips are used to take the items from the food production areas. d)To control the food and beverage items which are taken out. e)To make the guest’s check and to avoid mistakes while serving the guests.

RESEARCH METHODOLOGY
3.1 Research Design
This research used experimental quantitative research. It was use to compare two types of treatment by using two ways of observation, they are pre-test and post-test. In the design, the samples consisted of two classes, the experimental group and the control group. In the experimental group were taught how to handle guest requested through taking order practice services dialogues, while the control group were taught without using the method.

3.2 Population and Sample
3.2.1 Population
Sugiono (2012 : 117) describe “ Population is the generalization region consisting of: objects / subjects that have certain qualities and characteristics defined by the researchers to learn and then drawn conclusions “. The population of this research will use to the third semester students’ of Hotel Programme at Politeknik MBP Medan.

3.2.2 Sample
Simple Random sampling is the basic type of sampling, the principle of simple random sampling is that every object has the same possibility to be chosen, there are two classes of the third semester for sample, Hotel 3/3.A consisting of 23 students and Hotel 3/3.B consisting of 30 students. So, there are 53 students in total.

3.3 The Instrument of Research
The data collected by giving the speaking test (oral test) in simulation dialogues as an instrument. The students was test by asked them to make and practice their own dialogues through taking order service practice activities in group.

3.4 Scoring the Test
In this study, the instrument used to collect the data in speaking test. In doing this research, the writer used a set of scoring components dealing with speaking ability. They are grammar, vocabulary, fluency, comprehension and accent.

<table>
<thead>
<tr>
<th>No</th>
<th>Speaking Element</th>
<th>Range Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Accent</td>
<td>1-20</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>1-20</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>1-20</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>1-20</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>Comprehension</td>
<td>1-20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
<td>1-20</td>
<td>100</td>
</tr>
</tbody>
</table>

To get the students’ score, the writer will use the following formula:
### 3.5 Procedure of Collecting Data

#### 3.5.1 Pre-Test

There were two groups, the experimental group and the control group, given a pre-test before treatment. The function of the pre-test is to know the mean scores of both groups. Students would create their own dialogues in groups of five. They were doing some simulations, one student was assigned as a waiter or waitress and the other four students were conduct as guests who came to the restaurant to eat. The lecturer gave all the instructions at the first meeting to get the students prepared. Their dialogue and for the second meeting they would present their dialogue. Both groups, the experimental and the control groups, had the same treatment in the Pre-test.

#### 3.5.2 Treatment

In this phase, the experimental group was taught by applying taking order service simulation dialogues in the restaurant. This activity was guided directly by the writer. Students were taught how to conduct a taking order service in dialogues when handling guests in the restaurant to get good expressions in certain situations. On the other hand, the control group was only taught by conventional method.

#### 3.5.3 Post-Test

The post-test was given to both experimental group and control group. The experimental group received the treatment before the post-test. The group of students would apply the dialogues to find out the differences in their mean score.

### 3.6 Technique of Analyzing Data

After collecting the data from the test, the data were calculated using a t-test. The following procedures were implemented to analyze the data:

1. Scoring the students’ speaking test
2. Tabulating their score in two tables, first for the control group’s score and second for the experimental group’s scores.
3. Scoring the percentage of the students’ score
4. Find the mean using formula:
5. Find the deviation standard to know the significance of the hotel conversation:

### DATA AND DATA ANALYSIS

#### 4.1 The Data

The data of this research are the result of short simulations dialogues. The dialogues were presented when the students were doing simulations in the restaurant. Simulations were held between students in groups of five. One student took action as a guest and the others as guests. The data was taken from the students’ score of pre-test. Both groups, the experimental and the control group, had test before treatment.

In the treatment, this part was given only to the experimental group and control group. The experimental group was taught by applying taking order service simulations and this treatment was meant to figure out the effect of this method. On the other hand, the control group was only taught by conventional method.

The post-test was given to both experimental and control group. It was meant to find out the differences in their mean score. The writer described the following tables are the summary of the students’ score pre-test and post-test in both experimental and control group.

Note: A = Accent, G = Grammar, V = Vocabulary, F = Fluency, C = Comprehension

---

Formula:

\[
Score = \frac{X}{20} \times 100
\]

Where:

- \( X \) = the total of students’ score (in scale of 1-20)
- Minimum score = 0
- Maximum score = 100

\[
Mx = \frac{\sum x}{N}
\]

\[
SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}
\]

Where:

- \( SD \) = Standard of Deviation
- \( X \) = the mean of the score
- \( N \) = the number of sample

\[
t = \frac{Mx - My}{\sqrt{\frac{\sigma_x^2}{N_x} + \frac{\sigma_y^2}{N_y}}}
\]

Where:

- \( Mx \) = the mean of experimental group
- \( My \) = the mean of control group
- \( \sigma_x^2 \) = the standard deviation of experimental group
- \( \sigma_y^2 \) = the standard deviation of control group
- \( N_x \) = the total number of experimental group
- \( N_y \) = the total number of control group
4.2 The Data Analysis

In order to know the differences of the students’ score in both experimental group and control group, the reader can see the following data:

Table 4.1 The Score of Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s Name</th>
<th>Pre Test (Y1)</th>
<th>Post Test (Y2)</th>
<th>D (Y2 - Y1)</th>
<th>D - My</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arkinelia</td>
<td>45</td>
<td>56</td>
<td>9</td>
<td>1.4</td>
<td>81</td>
</tr>
<tr>
<td>2</td>
<td>Armida</td>
<td>60</td>
<td>68</td>
<td>8</td>
<td>0.4</td>
<td>64</td>
</tr>
<tr>
<td>3</td>
<td>Darianto</td>
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<td>64</td>
<td>8</td>
<td>0.4</td>
<td>64</td>
</tr>
<tr>
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<td>Delsi</td>
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<td>67</td>
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<td>-2.6</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Derlina</td>
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<td>7</td>
<td>-0.6</td>
<td>49</td>
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<tr>
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<tr>
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<td>79</td>
<td>11</td>
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<tr>
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<td>5</td>
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<td>25</td>
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<td>10</td>
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<td>63</td>
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<td>100</td>
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<td>64</td>
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<td>8</td>
<td>0.4</td>
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<tr>
<td>Total</td>
<td></td>
<td>1610</td>
<td>1886</td>
<td>229</td>
<td>1847</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td></td>
<td>54</td>
<td>63</td>
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</table>

From the data above, in order to know whether the dialogue application in Taking Order service practice has significant effect on students’ speaking English skill, the result of the test is calculated by using t-test formula.

\[
t = \frac{M_x - M_y}{\sqrt{\frac{d_x^2}{N_x} + \frac{d_y^2}{N_y}}}
\]

Where:
- \(M_x\) = the mean of experimental group
- \(M_y\) = the mean of control group
- \(d_x^2\) = the standard deviation of experimental group
- \(d_y^2\) = the standard deviation of control group
- \(N_x\) = the total number of experimental group
- \(N_y\) = the total number of control group

\[
M_x = \frac{\sum D_x}{N_x} = \frac{229}{30} = 7.6
\]

\[
d_x^2 = \sum \frac{(D_x - M_x)^2}{N_x}
\]

\[
d_x^2 = \frac{1847 - (229)^2}{30} = \frac{1847 - 52441}{30} = \frac{-17494}{30} = 582.46
\]

\[
d_y^2 = 99
\]

\[
M_y = \frac{\sum D_y}{N_y} = \frac{245}{23} = 10.7
\]

\[
d_x^2 = \sum \frac{(D_x - M_x)^2}{N_x}
\]

\[
d_x^2 = \frac{2737 - (245)^2}{23} = \frac{2737 - 60025}{23} = \frac{-57288}{23} = 2535
\]

\[
d_y^2 = 127.3
\]

Table 4.6 The Score of Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s Name</th>
<th>Pre Test (X1)</th>
<th>Post Test (X2)</th>
<th>D (X2 - X1)</th>
<th>D - Mx</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alexander</td>
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<td>74</td>
<td>9</td>
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The result of t-calculation showed that t-observed is 5.63. To find out whether t-observed is accepted or not, see appendixes.

The critical values of t distribution are calculated according to the probabilities of two alpha values and the degrees of freedom. The alpha (α) values 0.05 one tailed and 0.1 two tailed are the two columns to be compared with the degrees of freedom in the row of the table.

4.3 Testing Hypothesis

The result of t-calculation showed that t-observed is bigger than t-table (5.6 > 2.0 ; \( p = 95\% = 0.05 \)), it means that applying Taking Order service simulations significantly affects students’ speaking English skill.

In testing hypothesis, the formula of t-test and table distribution of the critical value were applied. It is used to see whether the hypothesis is accepted or not. The calculation of the score of t-test shows that \( t_{\text{obs}} \) in degree of freedom (df) 53 at the P level 0.05 is 5.6 while the \( t_{\text{table}} \) in degree of freedom (df) 53 ; P level 0.05, the critical value is 2.0. So, the result of t-test showed that the \( t_{\text{obs}} \) is bigger than \( t_{\text{table}} \). It is formulated as follows : \( t_{\text{obs}} > t_{\text{table}} \) (P = 0.05) ; (df = 53)

5.6 > 2.0 (P = 0.05) ; (df = 53).

Base on the result above, the writer concluded that the hypothesis (Ha) is accepted. It means that there is a significantly effect of applying Taking Order Service Simulations on students’ speaking English skill.

CONCLUSION

After analyzing the data, can be concluded that Taking Order service simulations affect to the students speaking English skill. It can be shown by the mean score of the control group and the experimental group. The result of students mean score shown that students in experimental group have better score than students in control group. The writer sums up that Taking Order service practice has impact significantly on students speaking English skill.

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