

Research Article

Implementation of Foreign Language Use in the Hospitality Department of STIEPAR Yapari Bandung

Liani Yanti Fitriana¹, Dwi Jeni Pra Idha²

¹ Hospitality, STIEPAR Yapari, Indonesia; e-mail : lianiyantifitriana@gmail.com

² Hospitality, STIEPAR Yapari, Indonesia; e-mail : dwijeni099@gmail.com

* Corresponding Author : Liani Yanti Fitriana

Abstract: The use of foreign languages in the hospitality industry is very important considering the development of globalization and the increasing need for cross-country communication. This article aims to analyze the implementation of the use and assess the effectiveness of the use of foreign languages in the hospitality department of STIEPAR YAPARI Bandung so that challenges and obstacles in learning and application can be identified which will affect the skills and readiness of students in the Hospitality Industry. The research method used in this study is through a descriptive quantitative approach using a survey questionnaire to students majoring in Hospitality. The results showed that foreign languages have been integrated in the hospitality study program, the use of foreign languages is implemented through practice-based learning, hotel service simulations, and conversation habituation in foreign languages. However, challenges such as lack of student motivation and limited practice environment are still encountered. The implications of this study suggest the need to increase the intensity of language practice with more interactive teaching methods, as well as the provision of facilities that support foreign language learning, in order to improve students' language skills in the field of hospitality and prepare them to face the demands of the global hospitality industry.

Keywords: Foreign Language, Implementation, Tourism, Hospitality

1. Introduction

Tourism is one of the sectors that is growing rapidly along with the increasing mobility of tourists, both domestic and international tourists. Especially in Indonesia which has cultural diversity so that this is an extraordinary attraction. This has become a concern especially in the Tourism Industry, but it is still not optimally developed, including the readiness of human resources (HR) that support the world of tourism. One thing that must be there and must be done in preparing and improving HR is by mastering foreign languages.

The Hospitality Industry is one component of the Tourism Industry that operates in the Accommodation sector. In facing global competition, to create quality services, workers in the hospitality sector are required to have good communication skills. Especially in the use of Foreign Languages as a means of cross-country communication. This foreign language ability is an important aspect in providing good and quality service to guests, especially guests from various countries.

STIEPAR YAPARI Bandung as one of the educational institutions that focuses on tourism supported by the existence of a hotel department so that this can be a strategic role in preparing competent human resources in this field. Therefore, the use of foreign languages in the Hotel Department is one of the main factors in improving student skills as provisions in the global hotel industry world of work. However, in its implementation, there are still obstacles and challenges, both in the learning process and its application. Such as lack of motivation in active foreign language practice, ineffective learning process or lack of variation in student language abilities.

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The selection of the title "Implementation of Foreign Language Use in the Hospitality Department of STIEPAR YAPARI Bandung" is based on the urgency of mastering foreign languages in the hospitality world and the importance of knowing the extent of the effectiveness of its application in the Education system which should have been well integrated so that it can help improve students' skills to prepare their readiness in the Hospitality Industry globally. The results of this study are expected to be evaluation materials for educational institutions in designing more innovative and applicable foreign language learning strategies for prospective workers in the hospitality industry.

This study has similarities with the study of I Wayan Agus Anggayana and Ni Luh Komang Julyanti Paramita Sari with the article title "English Speaking Ability of Hotel Accommodation Students: A Phonological Study" published in 2017 in the Hotel Service Management Journal of the Indonesian Hospitality Management Community Academy. The results of this study state that students majoring in Hotel Accommodation, the Indonesian Hospitality Management Community Academy, experience problems and obstacles in communicating in English, especially in pronunciation. In addition, they also lack understanding of foreign grammar, this arises because students do not understand the pronunciation of a word in the English language system.

The similarity in this study is in terms of Analysis of the use of Foreign Languages in the Hospitality Sector by knowing the extent of the application of the use of foreign languages and what obstacles occur. The difference from the study is that the focus of the study is on the ability to speak English.

This study has similarities with the research of Tauhid Hira, Sari Pratiwi and Naila Faradila with the article title "The Importance of Foreign Language Learning in the D3 Tourism Study Program" which was published in 2024 in the EDUTOURISM Journal Of Tourism Research. The results of the study show that there are many factors that make foreign languages must be studied in the D3 Tourism study program including things that make the learning successful.

The similarity in this study is in the background section which focuses on students who must be able to speak a foreign language as someone who majors in Tourism or Hospitality with the aim of also providing good and quality service. The difference is that the article is more inclined towards the reasons for the importance of learning a foreign language. In general, Implementation in the big Indonesian dictionary means implementation or application. According to Mulyasa (2015:93) implementation is also the process of applying ideas, concepts, policies, or innovations in an action so that it can have an impact in the form of changes in knowledge, skills and attitude values. Meanwhile, according to Mulyadi (2015:12), implementation refers to actions to achieve the goals that have been set in a decision. This action seeks to change these decisions into operational patterns and seeks to achieve large or small changes as previously decided. Implementation is essentially also an effort to understand what should happen after the program is implemented.

According to Wibowo (2001:3) language is a system of meaningful and articulated sound symbols (produced by the vocal tract) that are arbitrary and conventional, which are used as a means of communication by a group of humans to express feelings and thoughts. Meanwhile, according to Devitt and Hanley (2006:1), language is a message conveyed in the form of expression as a means of communication. This expression can be oral or kinesic. According to (Hendaryan, 2021)him, a foreign language is a language mastered by nobles, usually acquired through formal education which socio-culturally is not considered a native language.

Ellis (Ena:2002) stated that learning a foreign language is a complex process with complex phenomena, so it requires an appropriate approach in teaching it. In the context of hospitality education, mastery of foreign languages is crucial. According to Hamid (1989:1) language is the most important medium in human communication. In the midst of the rapid flow of modern globalization, learning a foreign language is one of the important things to be able to open access to communication, especially for those who have the desire to study or work in foreign companies at home or abroad.

2. Proposed Method

This research uses the method quantitative descriptive . According to Sugiyono (2019), the quantitative descriptive research method is a research method that uses statistics to describe and analyze data. This method aims to describe a phenomenon, event, or incident. This method is used to analyze the implementation of foreign language use in the Hospitality Department of STIEPAR Yapari Bandung, by measuring the extent to which foreign languages are applied in the learning process and identifying the obstacles and challenges.

The data sources used in this study are divided into two, namely primary data and secondary data. According to Sugiyono (2019:194) Data sources are divided into two parts, namely, Primary data, namely data obtained through interview activities or filling out questionnaires, which means that this data source directly provides data to researchers. Secondary data, namely researchers do not directly receive from data sources.

1. Primary data obtained directly from respondents through the distribution of questionnaires via Google Form to students of the Hospitality Department of STIEPAR Yapari Bandung. This data includes student responses regarding the implementation of language use, the effectiveness of foreign language learning, and the obstacles they face.
2. Secondary Data obtained from relevant literature such as journals, articles, and books that discuss foreign language learning in vocational and hospitality education. This data is used to strengthen theoretical studies and provide a contextual picture of the implementation of foreign languages in the institutions studied.

According to Sugiyono (2017), it is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn. The population in this study were students of the Hospitality Department of STIEPAR Yapari Bandung who had taken foreign language learning. According to Sugiyono (2019) a sample is part of the number and characteristics possessed by the population. The research sample was taken using a purposive sampling technique , namely selecting students who had experienced the process of learning a foreign language in their curriculum. The number of samples was determined based on the number of students willing to fill out the questionnaire during the research period.

According to Sugiyono (2015:224) , data collection techniques are methods used by researchers to obtain data that is in accordance with research objectives. According to Sugiyono (2017:142) a questionnaire is a data collection method carried out by giving a set of written questions or statements to respondents to answer. This study uses a survey method as a data collection technique, where data is collected through a Google Form-based questionnaire distributed to students of the Hospitality Department of STIEPAR Yapari Bandung. The research instrument is a questionnaire with a Likert scale (1-5) which covers aspects: Level of Implementation of the use of foreign languages in lectures, Effectiveness of Foreign Language Learning in improving student skills, Obstacles faced by students in learning foreign languages.

According to Sugiyono (2020:131) data analysis is the process of systematically searching for and compiling data obtained from data mining, then organizing it into several categories, breaking it down into units, synthesizing it, arranging it into patterns, choosing what is important to learn, and making conclusions so that it is easy to understand by yourself and others. In the descriptive quantitative approach in this study, the data was analyzed by systematically compiling, presenting and interpreting numerical data , in order to provide an overview of the phenomena being studied.

Data Analysis Steps are as follows:

1. Collecting raw data taken from questionnaires that have been filled out by respondents digitally via Google Form.
2. Calculating the answer score for each question is scored based on a Likert scale (1–5). All answers are converted into numbers.
3. Calculate the mean value for each question and each aspect (implementation, effectiveness, constraints)
4. Interpreting the results The average score results will be categorized into interpretive scales such as:

Average Score	Category
1.00–1.79	Very Low
1.80–2.59	Low
2.60–3.39	Medium/Neutral
3.40–4.19	Tall
4.20–5.00	Very high

3. Results and Discussion

The results of the study with data collection through a survey method using a Google Form-based questionnaire distributed to active students of the Hospitality Department of STIEPAR YAPARI Bandung. The number of respondents who participated in filling out this questionnaire was 40 Hospitality Department students from various semester levels. This questionnaire consists of 20 statements consisting of 19 statements divided into 3 (three) research aspect indicators assessed using a Likert scale of 1-5 and a column for filling in criticism and suggestions. The three main aspect indicators in this study are: the level of implementation of the use of foreign languages in lectures, the effectiveness of foreign language learning in improving student skills in lectures, and the obstacles faced in the foreign language learning process.

The general background of this data collection is the importance of foreign language proficiency, especially in the hospitality sector, which requires professionals to be able to communicate globally using a foreign language. The purpose of this data collection is to determine the extent to which the use of foreign languages has been implemented in the learning process, how effective the applied learning methods are, and what obstacles are experienced by students so that they can be used as material for evaluating and developing foreign language learning curricula in the campus environment.

1. General Description Analysis

The results of the research in the general section regarding respondents who are students majoring in hospitality who participated in this data collection amounted to 40 people. There are questions regarding the respondent profile from name, gender, semester level, class and questions regarding foreign languages that are being or have been studied on campus.

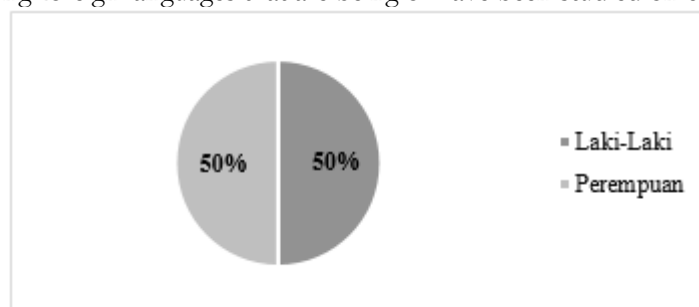


Figure 1 Respondent Gender Diagram

Respondents in this study consisted of 40 students of the Hospitality Department of STIEPAR YAPARI Bandung. As seen in Figure 1, the number of male and female respondents is balanced with a percentage of 50% and 20 people each.

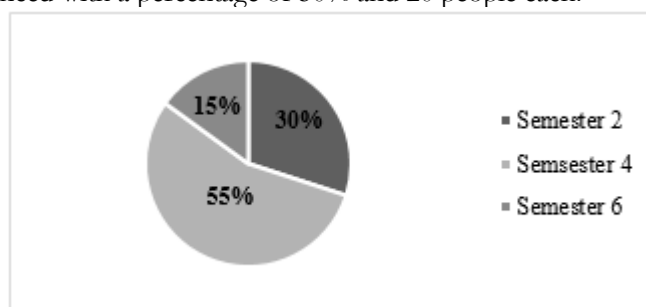


Figure 2 Respondent Semester Level Diagram

The data results based on semester level shown in Figure 2 , the majority of respondents came from Semester 4 (four) as many as 22 people with a percentage of 55%, followed by Semester 2 (two) as many as 12 people with a percentage of 30%, and 15% came from Semester 6 (six) as many as 6 people. This is because the majority of active students on campus and are still following learning are students majoring in hospitality in semesters 2 (two) and 4 (four). Thus, data entry is dominated by these two levels of students.

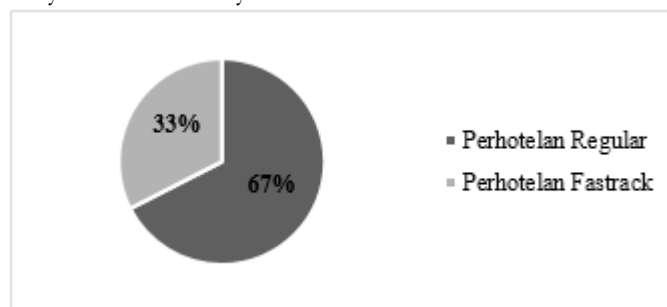


Figure 3 Respondent Class Division Diagram

The results of the data taken from the class division side in Figure 3 , most of the respondents are students from the Regular Hospitality class with a percentage of 67% (27 people), while the rest are students from the Fast Track Hospitality class with a percentage of 33% (13 people). This data is based on the general distribution to all students majoring in hospitality, but at the STIEPAR Yapari Bandung campus, the hospitality department has 2 (two) class programs, namely Regular and Fastrack. Data entry is dominated by students from the Regular Hospitality class because the population of regular class students is always greater than that of Fastrack class students.

As for data collection in questions regarding foreign languages that have been or are being studied on campus as shown in Figure 4 , English is the most common language with a total of 39 respondents, followed by French with 20 people, and one respondent who mentioned another language, namely Mandarin.

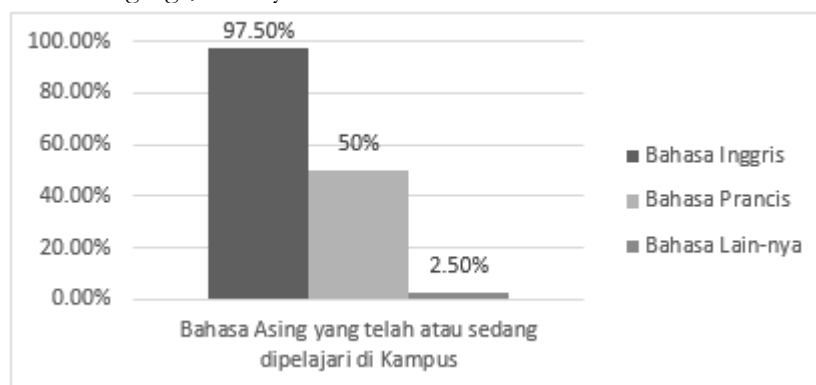


Figure 4 Diagram of foreign languages that respondents have studied or are currently studying

In the results of the research data, all students majoring in hospitality study various types of foreign languages. At the STIEPAR Yapari Bandung Campus, as a tourism campus, English has become a mandatory subject so that all students majoring in hospitality study English. This causes English to be the language most often chosen by respondents. However, for students in semesters 4 (four) and 6 (six) for the hospitality department, there are foreign language courses other than English, namely French. French is a language that often appears in the use of terms in the hospitality field. Automatically this makes French also needed as a supporter in communicating in the hospitality field so that respondents who choose French are dominated by students in semesters 4 (four) and 6 (six) who have studied French in semester 3 (three).

Based on the respondent data, it can be concluded that the distribution of gender and academic background of students of the Hospitality Department of STIEPAR YAPARI Bandung is relatively balanced and diverse. Most respondents are in the middle semester (Semester 4) and students who take regular classes. The most dominant foreign language studied is English, with some respondents also studying French, and only a few studying other

languages that are outside the curriculum. This condition reflects the institution's focus on mastering English as the main language in the context of hospitality education.

2. Data Analysis Results and Discussion

To obtain a comprehensive picture of the implementation of foreign language use among students of the Hospitality Department of STIEPAR YAPARI Bandung, the results of this data analysis include the calculation of the average, median, and mode values for each statement given on a Likert scale which is divided based on indicators and research aspects. The average value is used to see the general tendency of respondents' answers, while the median and mode strengthen the understanding of the distribution and dominance of answers. These results not only represent students' perceptions of foreign language learning, but also reflect the effectiveness of the curriculum, teaching methods, supporting facilities, and challenges faced in the learning process. The interpretation of each average value will be explained to provide a deeper understanding of the reality of foreign language implementation in the campus environment.

The research indicators studied are divided into three aspects, namely: Implementation of the Use of Foreign Languages in Lectures, Effectiveness of Foreign Language Learning, and Constraints in learning Foreign Languages in Lectures. The number of statements in the questionnaire is 19 statements which are divided into 39 (three) Indicators.

Table 1. Level of Implementation of Foreign Language Use in Lectures

No	Statement	Average	Median	Mode
1	Lecturers often use foreign languages when teaching.	3.50	3.0	3
2	Students are assigned to make assignments or presentations in a foreign language.	3.35	3.0	3
3	Foreign languages are used in everyday interactions on campus.	2.93	3.0	3
4	The use of foreign languages has become part of the learning culture.	3.80	4.0	4
5	The curriculum supports the active use of foreign languages.	3.65	4.0	4
6	The existence of supporting facilities for foreign language learning on campus.	3.38	3.0	3

Based on the results of the data recapitulation, the average score for statements related to the implementation of the use of foreign languages is in the range of 3.5 to 3.8 . This value is included in the High category , which indicates that the use of foreign languages in lecture activities in the Hospitality Department has begun to be implemented quite consistently.

In the aspect of research indicators of the level of implementation of the use of foreign languages in lectures , statements such as "The use of foreign languages has become part of the learning culture." have the highest average value of 3.80 followed by the statements "The curriculum supports the active use of foreign languages" (3.65) and "Lecturers often use foreign languages when teaching." (3.50). This shows that the implementation of foreign languages in lectures has started to run well, where the use of foreign languages has become a habit in learning activities in lectures. This is also reinforced by the existence of learning support facilities and students are given assignments or presentations using foreign languages as examples of application in learning. Although there is still room for strengthening the practice of communicating or interacting using foreign languages everyday (2.92).

Table 2. Effectiveness of Foreign Language Learning in Lectures

No	Statement	Average	Median	Mode
1	Learning a foreign language helps understand hospitality terms.	4.28	4.0	5
2	The foreign language teaching methods used by lecturers are easy to understand.	3.55	3.0	3
3	Foreign language skills improve during college.	3.78	4.0	4

4	confidence in speaking a foreign language in public.	3.10	3.0	3
5	Learning a foreign language supports readiness to face the world of work.	4.35	4.5	5
6	Foreign language learning materials are tailored to the needs of the hospitality industry.	4.38	5.0	5
7	Coursework assignments challenge students to use a foreign language actively.	3.63	3.0	3

In terms of the effectiveness of foreign language learning, the average score is in the range of 3.5 to 4.3. which is included in the High to Very High category . This indicates that foreign language learning is considered quite effective in improving students' communication skills, both oral and written.

In this research indicator, the results of the analysis of students feel quite effective with foreign language learning in lectures by giving high scores to the statement " Foreign language learning supports readiness to face the world of work." (4.35) which is supported by the statement "Foreign language learning materials are adjusted to the needs of the hotel industry." (4.38) where these statements are interrelated. This shows that the effectiveness of foreign language learning on campus has greatly supported student readiness in the world of work by providing learning materials around the needs of the hotel industry. So this makes students much better understand hotel terms that use foreign languages (4.28).

From the results of other analysis, it shows high effectiveness because the students majoring in hospitality experienced an increase in foreign language skills (3.78) which is supported by the learning methods provided by lecturers and assignments that use foreign languages encourage students to be more active. It's just that the self-confidence of the students majoring in hospitality is still Neutral (3.10).

Table 3. Obstacles in Learning a Foreign Language in College

No	Statement	Average	Median	Mode
1	Having difficulty understanding foreign grammatical structures.	3.10	3.0	3
2	Rarely practice speaking a foreign language outside of class.	3.35	3.0	3
3	Foreign language learning materials feel irrelevant/difficult to understand.	2.60	3.0	3
4	Lack of confidence in using foreign languages.	3.20	3.0	3
5	Limited learning media is an obstacle in learning foreign languages	3.08	3.0	3
6	The social environment is less supportive of the routine practice of using a foreign language.	3.43	4.0	4

The results of the study on the indicators of the aspects of obstacles in learning a foreign language, the average value is in the range of 2.6 to 3.4, which is categorized as moderate or neutral. Based on the highest value obtained, the statement " The social environment is less supportive for the practice of using a foreign language routinely." (3.43) followed by the statement "Rarely practice speaking a foreign language outside the classroom." (3.35) which are interrelated indicate that the main obstacle in implementing a foreign language on campus is the lack of direct application such as communicating or practicing using a foreign language. In addition, many students still have difficulty understanding the grammatical structure of a foreign language (3.10) which affects the students' confidence in communicating or implementing the use of a foreign language in everyday life.

Although students face several obstacles such as lack of practice time, limited vocabulary, and low confidence in speaking, these obstacles can still be overcome with the existing learning approach. Several students also said that the support of interactive facilities and teaching methods can reduce these obstacles. Based on the results of the analysis, most of the questions showed an average value between 3 (Neutral) to 4 (High), indicating that students

tend to have a fairly positive perception of the use of foreign languages in their learning. Several questions with an average value of High to Very High indicate strong support on the importance of foreign language proficiency in the hospitality industry. The consistent mode values at 3 and 4 indicate that the respondents' answers are quite uniform. However, there are several questions that have low average values, indicating that there are indications of doubt or disagreement with certain aspects.

Meanwhile, if seen from the results of the Analysis of the questionnaire of criticism and suggestions given, the majority of respondents realized the importance of mastering foreign languages, especially English, in the hospitality world. Many suggested that foreign languages be used more actively in daily lecture activities. Respondents also complained about the lack of learning for languages such as French, which is only taught for one semester.

Some students considered the learning method to be monotonous and too focused on assignments. They proposed the use of more varied methods such as digital technology, educational games, and more conversation practice. Respondents also hoped that the campus could provide more lecturers who incorporate foreign languages in teaching and create a learning environment that supports foreign language habits. Overall, the implementation of foreign language learning and application is still felt to need to be improved, both in terms of frequency, methods, and daily practice.

3. Research Implications

The results of this study provide a number of important implications for the development of foreign language application and learning in the STIEPAR Yapari Bandung campus environment, especially in the hospitality study program. From a practical perspective, the high assessment of students on the contribution of foreign language application and learning can support students' readiness to face the world of work, this shows the importance of foreign language integration in daily learning practices. Therefore, lecturers and study program managers need to be more active and consistent in using foreign languages in the teaching and learning process and providing them through assignments, presentations, and discussions in foreign languages or practice and communication. This can strengthen students' practical skills as well as increase their confidence in using foreign languages in the professional world.

From an academic perspective, this study also shows the need to strengthen the learning curriculum and application practices that are contextual and relevant to the needs of the hospitality industry. Adjusting teaching materials to be more applicable and implementing interactive learning methods that are oriented towards real practice will be able to increase the effectiveness of learning. It can also involve students in the learning design process so that learning can be in line with the challenges and demands of the real world of work.

Meanwhile, from the institutional policy side, the finding that the use of foreign languages in daily interactions is still relatively low indicates the need for policy involvement from the institution. Strategic efforts are needed to create a campus environment that supports bilingual practices, such as providing supporting facilities such as language laboratories or audiovisual media, additional foreign language training, and non-formal activities such as language clubs, debates, or foreign language-based work simulations. This policy can be the foundation for forming an academic culture that is more open to the active use of foreign languages.

4. Conclusions

This study shows that the implementation of foreign language use among students of the Hospitality Department of STIEPAR YAPARI Bandung has generally gone quite well. This can be seen from the high average assessment of students on statements related to readiness to face the world of work, the relevance of the material to the hospitality industry, and the contribution of learning in understanding foreign cultures. These aspects confirm that students feel the real benefits of learning a foreign language that makes them experience an increase in their foreign language skills so that this can support their professional careers in the hospitality sector.

However, there are several aspects that need to be improved, especially those related to the use of foreign languages in everyday life, increasing students' confidence to use and apply them directly, and the availability of supporting facilities that can motivate or encourage students to be more active in communicating or applying foreign languages directly. The

average value that is in the moderate range indicates that although the learning process is running, the application of foreign languages outside the classroom context is still limited. This indicates the need for strengthening the learning environment and a more applicable and participatory teaching approach.

On the other hand, the main challenge lies in the low use of foreign languages in daily interactions on campus and the existence of materials that are considered irrelevant or difficult to understand by some students such as grammar or in terms of the extended learning period of courses. These two aspects are indicators that the curriculum and learning atmosphere need to be reorganized to better support consistent foreign language practice. Therefore, synergy between the curriculum, learning methods, institutional support, and campus environment is needed to optimize the implementation of foreign language use comprehensively and sustainably.

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