CEFR-based Front-desk Staff's English Skills: A Case in Indonesian Hotels

Caecilia Tri Wahyanti
Universitas Kristen Satya Wacana, Salatiga, Indonesia

Ocky Sundari Rahardjo
Universitas Kristen Satya Wacana, Salatiga, Indonesia

Yustina Erti P. Dewi
Universitas Kristen Satya Wacana, Salatiga, Indonesia

Abstract—**This article analyses the English skills of front-desk staff on the accommodation business, particularly Listening, Spoken Interaction and Spoken Production skills. It is based on a qualitative descriptive research conducted in a medium-sized city in Central Java, Indonesia. The data are collected using self-assessment based on CEFR (Common European Framework of Reference) Can-do statements, and crossed-checked in interviews and focus-group discussions. The research found diverse levels of Listening, Spoken Interaction and Spoken Production skills of front-desk staff, mostly A2 (Waystage Basic User), B1 (Threshold Independent User), and C2 (Mastery Proficient User). Besides, the results show that respondents are split in terms of consistency in perceiving their listening and spoken skills. It is also found that both hotel guests and front-desk staff use mobile translating applications to assist spoken communication, encouraging further studies to explore the role of mobile translating application in promoting the success of communication in accommodation business.**

Index Terms—**accommodation business, front-desk staff, spoken English skills, self-assessment, CEFR**

I. INTRODUCTION

The implementation of the ASEAN Economic Community (AEC) in 2015 has allowed Indonesian workers to have more opportunities in international job market, and pushed them to face challenges in winning their jobs and careers. Ten ASEAN countries in 2015 started to implement 5 free flows, i.e. free flow of goods, free flow of services, free flow of investment, free flow of capital, and free flow of skilled labor (ASEAN Directorate General of Cooperation Ministry of Foreign Affairs RI, 2009). Indonesian workforce, consequently, must compete not only nationwide but also with other laborers internationally. Given that English is an intermediate language, their communication skills in English are crucial.

The tourism sector is one of the backbones of exports. The Indonesian government has formulated policies to facilitate international visitors and their temporary stay in Indonesia. This directly affects the accommodation industry as an important pillar of the tourism sector as visitors need accommodation. Therefore, the accommodation industry needs to increase the quantity of facilities to accommodate the growing number of tourists, as well as strengthen the quality of service in order to remain competitive.

Accommodation industry requires front-desk technical workers to be able to communicate in foreign languages as they are directly in contact with foreign guests. English is currently the most spoken language by visitors from Europe, US, Australia and Asia in the accommodation industry in Indonesia. This is also the case with other ASEAN countries such as Thailand as stated by Low & Pongsukvajchakul (2014), and Malaysia (Selke, 2013). The selected medium-sized city in Central Java, Indonesia, only has 5 starred hotels and 21 accommodation business of other types.

However, it is one of 5 cities in the province with the highest average length of stay of foreign guests, which is 2.64 nights (The Statistics Bureau of Central Java, 2016). The number of foreign visitors and the length of stay are likely to increase as a result of the favourable government policies and improvement of infrastructures such as highways. Along with this increasing potential, the skills of front-desk staff in spoken communication in English are increasingly unavoidable.

In Central Java (The Statistics Bureau of Central Java, 2016) front liners (receptionists, guest relations, public relations officers, other front-desk staff) are classified as technical workers with the largest proportion in the business, which is 40.42%. The 2015 statistics also show that the number of workers in the accommodation business with high school education builds the largest percentage of 54.52%. This indicates that most of the technical workers in the accommodation business has acquired formal learning of English to high school level only, besides, spoken or conversational English has not been practiced daily as a second language, nor has it been assigned in made-up learning environments in Indonesia.

The above background and figures suggest that there is a demand for front-desk staff to be able to communicate in English. In fact, Low & Pongsukvajchakul (2014) find that a front-desk officer must use 20 English functions orally to perform their duties. English skills, undoubtedly, are highly required in front-desk operation.

There are several tools to measure the level of English skills. Self-assessment is a tool which may also be applied to front-desk staff. Among them is Can-do statement self-assessment in the Common European Framework of Reference (CEFR) which provides a self-assessment grid with detailed descriptions of four foreign language skills at 3 levels, each described in 2 sub-levels (Council of Europe, 2001). While Low & Pongsukvajchakul (2014) use a different self-assessment grid, Wang & Sun (2014), similar to CEFR, use can-do statements in a study to map English proficiency in accommodation business in Taiwan. This article analyses the front-desk staff's English skills, particularly Listening, Spoken Interaction and Spoken Production, in order to perform their duties. The skill levels are described in CEFR self-assessment grid.

II. LITERATURE REVIEW

A. Front-desk Staff and Accommodation Business

The accommodation business provides short-term accommodation in both accommodation and culinary services. The accommodation businesses are hotels, star hotels, non-star hotels, guesthouses, motels, tourist cottages, youth hostels, and homestays (BPS Provinsi Jawa Tengah, 2016).

The business involves front-desk attendants who are required to communicate effectively as they are the first to interact with hotel guests. Bardi (2007) mentions that the front-desk division at a hotel administers reservation officer, concierge, bell captain, front-desk officer, telephone operator, night auditor. The front-desk attendant's duties include: checking reservations, registering guests, assigning rooms, handing over keys, communicating with housekeeping staff, answering phones, providing information and directions on local tourist destinations, accepting payments, liaising between the hotel and guests and the local community. The cashier handles guest checkout and all payments. Reservation managers deal with room requests and special services as well as room availability (room inventory) using the hotel reservation module. They are also responsible for effective communication with the sales and marketing sections. Night auditors record financial transactions throughout the day and sometimes perform as front-desk staff at night. The telephone operator must know the guest's room and where the hotel staff is in case of need. He must also be able to deal with emergency situations. Bell captain, bellhop and door attendant handle guest baggage, introduce guests to the hotel environment, and give information about the hotel, local events and town activities. They also reflect the hospitality of the hotel. Concierge is placed in the hotel lobby to provide information about public facilities and entertainment around the hotel, for examples: transportation, tours, places of worship, cinema.

B. English Speaking Skills and Activities of the Front-desk Staff

Front-desk staff on accommodation business must have English speaking skills. To be able to do his/her work, a front-desk staff member needs listening, reading, speaking and writing skills. Of these four basic skills, oral communication activities primarily involve listening and speaking skills, whereas written communication entangles reading and writing.

A study on Hotel employees in Taiwan by Shieh (2012) found that listening and speaking skills are more important than reading and writing. The same condition was true in Thailand, where twenty English oral communication functions are used quite intensively and intensively (Low & Pongsukvajchakul, 2014).

Despite the job requirement, the front-desk staff may have difficulties in communicating orally with guests. Iwai's respondents (Iwai, 2010) in Japan have difficulties expressing ideas orally in English, even though those skills are the most often used in their tasks. The most commonly used language functions at front-desk in Thailand (Low & Pongsukvajchakul, 2014) are: asking for information, offering/declining requests, praising, greeting, self-introducing, saying farewell, welcoming, thanking, saying congratulations, compromising problems, giving sympathy, blessing, excusing, shifting conversational topic, ending conversations.

Not only in Japan as revealed by Iwai (2010), a similar challenge is also found in Indonesia, as stated by Sukaesih & Junaedi (2011), that the level of English speaking skills of the employees in the service industry is below average whereas the ability is very important in their duties. Similar results are also found by Astika & Rani Setyo Sari (2013), that the hotel's front-desk staff admit their lack of ability to speak in English with foreign guests while the ability is very crucial in their work. Similar to Kuppan's finding (Kuppan, 2008) that there is a gap between required English skills and training received by employees before they work, Gondokusumo (2015) also finds that the ability of English-speaking hotel employees falls in the category of limited proficiency.

C. Can-do Self-assessment

Assessment is required in order to identify and solve learning problems, evaluate learners' progress and improve their skills. Self-assessment can improve the motivation of learners as claimed by Blanche & Merino (1989). Ross (1998) also states that self-assessment is a reliable tool to measure language skills level and explains that self-assessment is an economical and practical alternative tool. Self-assessment also raises learners' awareness of their own abilities because it allows learners to better understand their weaknesses and strengths, and that they are the right people to define and

evaluate their own learning targets when reflective approaches are incorporated in the learning process (Bailey, 2015; Harris, 1997). A reference tool, therefore, is an essential apparatus in the process of self-assessment so that learners can define their proficiency.

While teachers, curriculum developers, writers of training materials and learners have different interpretations of the level of English skills called "beginner", "intermediate" and "advanced", especially about the range of skills covered in each level, the Common European Framework of Reference for Languages, abbreviated as CEFR (Council of Europe, 2001) offers clear measures of language users' skills. It provides measures of language learner's skills agreed upon by the Council of Europe for learners of non-native European languages.

As shown below, CEFR concretely describes how skill levels are measured. The hallmark of the CEFR self-assessment is the use of Can Do statements as a more measurable indicator, compared to the beginner (or elementary), intermediate and advanced terms. The CEFR approach is used in determining the skill levels based on the ability in communication.

CEFR clearly defines a learner's language skill level in the following description:

Level			Description
Proficient User	C2	Mastery	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Effective Operational Proficiency	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Vantage	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Threshold	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Waystage	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Breakthrough	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: (Council of Europe, 2001)

CEFR groups and describes listening, spoken interaction and spoken production skill levels as follows:

Listening	
Level	Description
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programmes and films without too much effort.
B2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority
B1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
A2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements
A1	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

Source: (Council of Europe, 2001)

Spoken Interaction	
Level	Description
C2	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
C1	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers
B2	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
B1	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
A2	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
A1	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

Source: (Council of Europe, 2001)

Spoken Production	
Level	Description
C2	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
C1	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion
B2	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
B1	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
A2	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job
A1	I can use simple phrases and sentences to describe where I live and people I know.

Source: (Council of Europe, 2001)

III. RESEARCH METHOD

This research uses the qualitative approach to obtain deep information about and to describe the level of spoken English skills of front-desk staff in accommodation business. This research follows four stages as suggested by Moleong (2010), namely: (1) preliminary work, (2) field work, (3) data analysis, (4) report writing. Each stage covers: a) Preliminary: deciding the focus, comparing the paradigms and theories, selecting and translating the instrument, literature study, contacting and getting approval from local association of accommodation business, initiating a talk with the accommodation business, b) Fieldwork: field observation, data collection through questionnaires, interviews, and discussions with key respondents and hotel managers, process and results of which were documented. c) Data analysis:

analysis, interpretation and checking of data validity. d) Report writing: preparation, submission and publication of research results.

A. Research Sites and Respondents

The research location is a medium-sized city in Central Java, Indonesia, where there are three accommodation businesses larger than 15 others. Six of those are selected to represent the business because of their highest occupancy rate and the number of foreign guests.

The purposive respondents comprise of two groups. The first is of the 23 front-desk staff members, and the second is that of the six managers of the accommodation businesses.

B. Data Collection

This is conducted through interviews and focus group discussions with respondents (front-desk staff and managers). Furthermore, the front-desk staff are asked to do the self-assessment on their English skills. Data are then classified based on the two groups of respondents: the front-desk staff and the managers.

TABLE 1.
THE LIST OF HOTELS USED AS RESEARCH OBJECTS AND CODES ARE AS FOLLOWS:

No.	Name of Hotel	Code
1	Hotel L A	UA1
2	Hotel G W	UA2
3	Hotel K A	UA3
4	Hotel D E	UA4
5	S W Guest House	UA5
6	W P Guest House	UA6

Source: FGD (2017)

IV. FINDINGS

The findings are a compilation of data obtained from the interviews, focus group discussions, and CEFR assessment conducted with 23 front-desk officers and six managers. The assessment of listening and spoken production skills in English of the front-desk staff is explored using CEFR's self-assessment. This information is then cross-checked with that of managers.

A. The Skill Levels

The CEFR self-assessment generates a statement of the front-desk officers' English skills. In terms of listening skills, 2 front-desk officers rate themselves at Breakthrough Basic User Level (A1), 3 people rate themselves at Waystage Basic User Level (A2), 8 people at Threshold Independent User Level (B1), 3 people at Vantage Independent User Level (B2), 1 person at Effective Operational Proficiency Proficient User Level (C 1) and 6 people at Mastery Proficient User Level (C2).

In terms of spoken interaction, 3 front-office officers rate themselves at Breakthrough Basic User Level (A 1), 6 people at Waystage Basic User Level (A2), 6 people at Threshold Independent User Level (B1), and no one rates themselves at Vantage Independent User Level (B2). Two people judge themselves at the Effective Operational Proficiency Proficient User Level (C 1) and 6 people at Mastery Proficient User Level (C 2).

For the spoken production, 2 front-desk officers rate themselves at Breakthrough Basic User Level (A 1), 10 people at Waystage Basic User Level (A2), 5 persons at Threshold Independent User Level (B1), and none at Vantage Independent User Level (B2), none at Effective Operational Proficiency Proficient User Level (C 1). Six (6) people put themselves at Mastery Proficient User Level (C 2).

It is also noted that six (6) participants consistently assess themselves at Mastery Proficient User Level (C2)   in Listening, Spoken interaction and Spoken production skills.
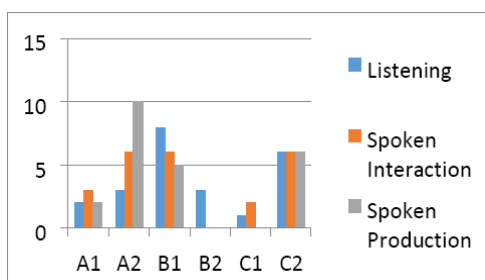

Figure 1: FO Staff Self-assessment

The CEFR assessment by managers results in a statement of the English skills of their front-desk staff. In terms of listening skills, 1 manager assess his staff at Breakthrough Basic User Level (A1), 1 person at Waystage Basic User

Level (A2), 2 people at Threshold Independent User Level (B1), none at the Vantage Independent User Level (B2), none at Effective Operational Proficiency Proficient User Level (C 1), while 2 people rate their staff at Mastery Proficient User Level (C2).

In terms of spoken interaction, 1 manager assess his staff at Breakthough Basic User Level A1), 1 person at Waystage Basic User Level (A2), 1 person at Threshold Independent User Level B1), 2 people at Vantage Independent User Level (B2), none at Effective Operational Proficiency Proficient User Level (C 1), and 1 person assesses his staff at Mastery Proficient User Level (C2).

In the spoken production, 1 manager considers his staff to be at Breakthough Basic User Level (A1), none assesses his staff at Waystage Basic User Level (A2), and 4 people judge his staff at Threshold Independent User Level (B1). No one considers his staff to be at the Vantage Independent User Level (B2) nor at the Effective Operational Proficiency Proficient User Level A1), and 1 person assesses his staff at Mastery Proficient User Level (C2).
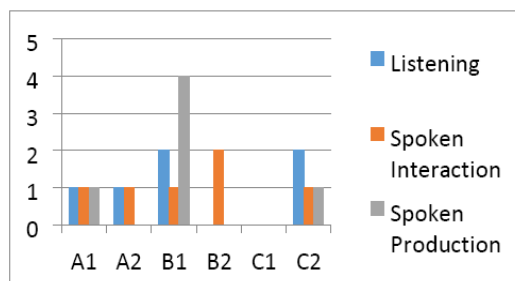

Figure 2: Managers' Assessment of FO staff English Skills
Source: Managers' Assessment (2017)

B. The Facilitating Technology

Both front-desk officers and guests as communicant and communicator make efforts to succeed in communications. Making use of communication technology is one of the efforts.

The advancement of mobile telecommunication technology has provided various facilities for business. This also improves the quality of communication at the accommodation businesses. The advancement and availability of mobile telecommunication technology allows better interaction between the front-desk staff and guests coming from different countries. International guests who visit the city use English either as a first or foreign language to communicate with front-desk officers. In fact, some guests speak limited English. Nevertheless, they can still interact successfully by utilizing the translating application installed in their smartphones. Both parties find mobile translating application very useful when encountering difficulties in communication.

This is conveyed by the UA-2 respondent, as follows:

"Today, the tourists are easy to communicate with our FO staff. In front of the FO they just write down what they want to convey and press the translate button and show it to our staff. And if our staff answered, they also asked our staff to write it on their mobile phone and translated in their language. Tourists from Korea or Taiwan and others do so. This greatly facilitates communication ".

Both UA-2 and the Chairman of the local association of accommodation business explain that technology does facilitate communication between people speaking different languages. Besides, English used at front-desk has minimum technical content. As a result, front-desk staff hardly face difficulties in communicating with the guests. Furthermore, English is also one of the recruitment criteria. Respondent UA-1 conveys it as follows:

"The staff has been selected based on their English communication skills. So very rare there is a problem in communication between our guests and the front-desk staff."

The use of mobile translating application is a form of the front-desk staff's creativity to solve communication problems with international guests. In the absence of electronic or assisting digital translating applications, the Chairman of the local association of accommodation business suggests practical support such as a booklet containing basic conversational hotel communication.

This is stated by the Chairman as follows:

"Please provide assistance to us or to each hotel to help with English communication. It can be in a practical form, a booklet, for example, to help the front-desk staff communicate in English, it should be easy to understand and memorize."

The respondents' perceptions of the need for the use of such communication guides in English are also confirmed by other participants in the discussions.

V. ANALYSIS OF ENGLISH SKILLS

The data show that results of the self-assessment on listening skills are confirmed by the managers. Both the front office self-assessment and the manager's assessment of their staff listening skills indicate the listening skills of the front

office personnel at the Threshold Independent User Level (B 1) and at the Mastery Proficient User Level (C 2). Thus the self-assessment of front office personnel in listening skills is validated by the manager's judgment.

Unlike that of listening skills, the results of the self-assessment of front office officers on spoken interaction skills spread over Waystage Basic User Level (A 2), Threshold Independent User Level (B 1) and Mastery Proficient User Level (C 2). Meanwhile, the manager's assessment of his staff's strongest interaction skills is at Vantage Independent User Level (B2). Thus the self-assessment of front office officers of spoken interaction skills does not get an affirmation of the manager's judgment.

Front office staff assess their spoken production skills at Waystage Basic User Level (A 2), whereas managers rate their staff's skills at the Threshold Independent User Level (B 1). This suggests that managers judge their staff to be one level higher than the staff's own perceptions of their spoken production skills. Nevertheless, different results appear in higher skills assessment. At this level, the front office staff's judgment at the Mastery Proficient User Level (C 2), showing firmness and confidence, is not confirmed by the managers.

The interview reveals that those at B1 and B2 in Listening skill tend to place themselves at A1 and A2 in Spoken interaction and Spoken production skills. Interestingly, those who assess themselves at C2 in Listening skills also rate themselves at C2 in both Spoken interaction and Spoken production skills. The diverse yet consistent results of self-assessment on these skills indicate that self-esteem may influence the result of self-assessment. This is in line with what is pointed out by Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand (2013), that self-esteem significantly correlates with verbal performance. Meanwhile, the deviant results on both spoken interaction and spoken production between self-assessment and manager's assessment imply a number of possibilities. Firstly, the front-desk staff users (managers) have a positive perception of their staff's skills, but they may not have the competence to signify the spoken skills at a more advanced level. Secondly, they may not care enough of their staff being at C levels as the hotel front-desk operation has run properly with no complaints from the visitors. Thirdly, the front-desk work does not require interaction and production skills at C levels so the front-desk staff's highest ability remains undetected. Besides, the presence of mobile translating application has likely contributed to these possibilities, as it is stated in the interview and discussion,

"They just write down what they want to convey and press the translate button and show it to our staff. And if our staff answered, they also asked our staff to write it on their mobile phone and translated in their language."

The results of the staff's self-assessment on listening, interaction and production skills show that they are at the middle levels of Waystage Basic User Level (A 2) and Threshold Independent User Level (B 1). This shows similarities with the results of research conducted by Astika & Rani Setyo Sari (2013), i.e. that the hotel's front-desk officers in the city admitted their lack of ability to speak English with foreign guests, whereas the ability is much needed in their work. This also confirms the results of research by Gondokusumo (2015) who finds that the ability of English-speaking hotel employees in another city falls in the category of limited proficiency (Score between 49-59 out of 100).

On the contrary, the findings of this research are different from that of a similar research conducted in another city in Indonesia. Sukaesih & Junaedi (2011) map the staff members' English proficiency in the service industry and find that employees' ability in spoken production variables is less or below average, where inadequate skills result in communication obstacles. Sukaesih & Junaedi (2011), however, also note a gap in the results between the managers' assessment of their front-desk staff and the staff's self-assessment.

VI. CONCLUSION AND SUGGESTIONS

This CEFR based self-assessment finds diverse levels of Listening, Spoken Interaction and Spoken Production skills of front-desk staff. The most common levels of Listening skills are Threshold Independent User (B1) and Mastery Proficient User (C2), while those of Spoken interaction and Spoken production skills are Waystage Basic User (A2), Threshold Independent User (B1), and Mastery Proficient User (C2).

Despite the diverse skills mentioned above, the results show that there are two groups of participants: one perceiving their spoken skills at somewhat lower than their listening skills, and the other perceiving their listening and spoken skills at the same level, that is C2.

It is also noted that visitors use translation devices to communicate with the hotel staff, where the mobile translating applications have contributed to communication success at the front-desk, leaving some of the staff's skills undetected. This study is limited by the lack of detailed information on the level of skills actually required by the working situations. Another limitation is that it does not investigate the background English training that the staff has received, although some information about the recruitment criteria and their level of general schooling has been obtained.

Given the above limitations, further research should explore the English skill levels required in a similar working situation. Regarding the increasing use of mobile translating applications, it is suggested that the use of technology to assist face-to-face communication at workplace be further researched.

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Caecilia Tri Wahyanti graduated with a BA in TEFL from the Faculty of Teachers' Training and Education, Universitas Kristen Satya Wacana, Salatiga, Indonesia, and an MA in Communication Studies from the Institute of Communications Studies, the University of Leeds, England. Currently she is a teacher at the Faculty of Economics and Business, Universitas Kristen Satya Wacana, Salatiga, Indonesia. She teaches English for Business and Business Communications. Her research interests are ESP, Cross-cultural communication studies, and Business Communication.

Ocky Sundari Rahardjo graduated with a BA in TEFL from the Faculty of Teachers' Training and Education, Universitas Kristen Satya Wacana, Salatiga, Indonesia, a Diploma in TEFL from The University of Sydney, and MA in Education and Work from Macquarie University, Sydney, Australia. She is currently an English language teacher at the Faculty of Economics and Business, Universitas Kristen Satya Wacana. Her research interests are Interaction and Cross-cultural behaviour, and Workplace English.

Yustina Erti Pravitasmara Dewi graduated with BA in Management from the Faculty of Economics Universitas Bhayangkara Surabaya, Indonesia, and Master in Management, Universitas Kristen Satya Wacana, Salatiga, Indonesia. At present, she is a Doctorate candidate in Human Resources Management at the Faculty of Economics and Business, Universitas Kristen Satya Wacana. Her research interests are HRM, Tourism, and Skill Mismatches.