

COMMON MISTAKES DONE BY THE STUDENTS OF 6TH SEMESTER IN USING ENGLISH IN THE PRACTICE OF RESTAURANT'S SEQUENCE OF SERVICE ORDER

Sulistyoadi Jokosaharjo¹, I Nengah Subadra², I Ketut Yos Hendra³

Sekolah Tinggi Pariwisata Triatma Jaya

sulistyoadi.saharjo@triatma-mapindo.ac.id¹, inengah.subadra@triatma-mapindo.ac.id²
yos.hendra@triatma-mapindo.ac.id³

Abstract

English mastery plays an important role in tourism and hospitality industries in Bali. STIPAR Triatma Jaya as one of tourism colleges in Bali has to prepare the students with sufficient English skill. To improve their English skill, this research tries to find out some weaknesses in using English in the practice of restaurant's sequence of service order. The mistakes done by the students were derived from 4 types of sentence (Murar, 2011). The results show that there are 24 types of mistake, in which, the most common ones are the use of be and article.

Keywords : English mastery, types of sentence, restaurant's sequence of service order.

INTRODUCTION

Bali which is famous for its tourism objects is tightly related to the interaction of various people of races, cultures and languages. Based on Indonesia Statistic from January to June 2019, Bali was visited by approximately 7.83 million foreign tourists from various countries and languages. As an international tourism destination, Bali has to be able to show its hospitality, one of them is the ability to use the international language; English. English mastery plays important role in creating a good communication between two or more persons who have different national backgrounds. A proper hospitality which is not supported by a good mastery of English might cause inconvenience for the foreign tourists because they will not be able to interact well with the local people. Therefore, English is currently served as a compulsory subject in Indonesian curriculum especially in hospitality schools.

STIPAR Triatma Jaya is one of hospitality school which has scored many

graduates who work in hospitality industry. The students come from various background, in which some of them have a little knowledge on English mastery. For this reason, even though STIPAR Triatma Jaya has applied English as one of its main keys in their curriculum, the mastery of English will be vary based on the students' background and ability in mastering English. Therefore, a study related to the mastery of English is conducted to find out some weaknesses of their English in which the result can be applied in teaching practice to cover their weaknesses.

Besides, Bali as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication. English exists as a global language. Therefore English is widely regarded as a global language (Anggayana, Nitiasih & Budasi, 2016). It is even known as an international language (Asriyani, Suryawati & Anggayana, 2019). It is done to

minimize errors in grammar or English grammar aspects, such as the use of tenses in sentences (Lindawati, Asriyani & Anggayana, 2018).

Grammar is a set of rules contained in certain languages (Lindawati, Asriyani & Anggayana, 2019). It is possible to develop their communicative competence in four language skills, namely listening, speaking, reading, and writing skills (Asriyani, Suryawati & Anggayana, 2019). Even though Indonesia consists of various dialects, it is not an obstacle (Anggayana, Budasi & Suarnajaya, 2014).

Speaking English has become a conversation that is often done by foreign tourists (Anggayana, Budasi, & Kusuma, 2019). In these services, facilities, and service quality spearhead in terms of giving a good impression of service (Anggayana & Sari, 2018). In tourism should include cultural (Redianis, Putra & Anggayana, 2019).

The tourism sector can provide economic, social and cultural benefits for all stakeholders of tourism stakeholders (Osin, Pibriari & Anggayana, 2019). It is not surprising that the tourism industry is an important economic sector, where most people work in the tourism industry (Budasi & Anggayana, 2019). The progress of a nation is largely determined by the quality of education of its population (Anggayani & Osin, 2018). The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati, & Osin, 2019). The development of tourism industry will affect the increasing income of the community around attractions and the creation of employment opportunities (Osin, Kusuma, & Suryawati, 2019).

To limit the scope, the sample used in this study was a group of students of STIPAR Triatma Jaya who had been taught General English and English for a Specific Purpose, and already completed training program in the hospitality industry. Therefore, the class of Management of Food and Beverage A semester 6 which consists of 13 students was chosen as the sample. Because the subject's specialty is in Food and Beverage Service, therefore

the restaurant's service order was chosen as a means of assessing the subject's English mastery. They had to fill in an open questionnaire related to restaurant's sequence of service order. There were 12 items from (Q1) welcoming guest, (Q2) asking reservation, (Q3) seating the guest, (Q4) giving menu, (Q5) selling special menu, (Q6) giving the guest sometime to look at the menu, (Q7) taking the order, (Q8) confirming the order, (Q9) asking the guest to wait for the order, (Q10) asking how the meal was, (Q11) handling payment, and (Q12) thanking the guest. To make the analysis easier, the answers were categorized into 4 types of sentence. By using 4 types of sentence characteristics, some general mistakes made by the students could be identified.

METODE

This part will discuss the types of sentence and the language which is used in a restaurant, specifically in sequence of service. The types of sentence described below will be limited on the most common forms because as described in the introduction above that the respondents of this study come from various background with various level of English mastery, therefore the general patterns of each type of sentence is considered sufficient to cover the analysis.

Types of Sentence

A sentence is defined as a set of words to convey a statement, command, exclamation or question (Oxford Dictionary). Based on its functions, a sentence can be divided into four types; (i) declarative sentence, (ii) interrogative sentence, (iii) imperative sentence, (iv) exclamatory sentence (Murar et al., 2011:9). Each type of sentence can be explained as follow.

Declarative sentence

It is used to convey information in form of statement which is expressed in form of affirmative and negative. The affirmative form has a general pattern of

S + V

For instances:

a. We have Black Pepper Steak for the special menu today.

b. This is your menu sir/madam.

The negative form is negating the verb which has the pattern of

S + aux + not + V

For instances:

a. We do not open on Sunday.

b. We do not have kosher menu.

There are many other variation patterns of affirmative and negative forms.

Interrogative sentence

It is used to express missing or lack of information which is expressed in form of question. The interrogative sentence has general patterns as follow.

be + S + comp? (Yes/no question)

do/does/did + S + V?

Modal + S + V?

W/h question:

w/h question + be + S + comp?

w/h question + do/does/did + S +

V?

For instances:

Is this OK sir?

May I take your order madam?

How would you like the meat cook?

How was the meal madam?

Imperative sentence

It is used to request an action which is expressed in form of order or invitation.

In general, the common pattern of imperative sentence is started with "V".

For instances:

a. Sit down, please.

b. Enjoy your meal, madam.

Exclamatory sentence

It is used to express subjective reaction or feeling in form of w/h element.

For instances:

a. What a delicious meal this is.

b. What a fast service this is.

Language Used in Restaurant's Sequence of Service Order

In hospitality industry, especially as a waiter/waitresses in a restaurant, one should place him/herself below the guest as stated in the saying "customer is king,"

therefore one should address the guest using proper formal and polite language. Modals, articles and phrasal verb are often used when referring to this topic.

Modals

These modals, which mainly consist of can (could), may (might), shall (should), will (would), and must, are used if we believe something is certain, possible or not possible. While in restaurant expression, especially in sequence service order, these modals are used to express politeness, asking permission, and making request or order. The "would" and "may" modals are mostly used in the sequence service order especially because they refer to politeness in asking permission and making request. The "could" modal is also commonly used in the restaurant expression but sometimes it is being avoided because it implies an imperative meaning (see the first example), while the rest of the modals are usually being avoided because they contain imperative meaning and not to polite. The "could" and "would" modals are often found in interrogative sentence in sequence service order, e.g.: Would you like to have a dessert sir?

(Compare to the use of "could" modal which gives impression that the waiter/waitresses is demanding the guest to have a dessert), e.g.: May I help you madam?

Articles

It is known that an article is an adjective because it modifies the noun. There are three articles in English; the, a, and an. In restaurant expression, the article "the" is used for a specific or particular noun, while "a/an" are used for a non-specific or non-particular noun.

For instances:

a. Would you like to have a wine sir?

("a" refers to any kind of wine)

b. Would you like the wine madam?

("The" refers to a specific kind of wine)

Phrasal Verbs

Phrasal verb is a phrase which is consisted of two or more words with a verb as the head and followed by preposition or

adverb or both. Phrasal verbs can be easily found in sequence service order from greeting to thanking.

For instances:

- a. Welcome to our restaurant.
- b. Here is your table madam, sit down please.

RESULT AND DISCUSSION

Based on the questionnaire result, it can be said that in general, the students of MBH A semester 6 are able to convey the meaning in expressing sequence service order. This opinion is based on the ability of the students in conveying the message toward the guest without necessarily paying attention to the use of proper grammar. Some mistakes related to grammar use done by the students of MBH A semester 6 will be divided and described based on four types of sentence as explained previously. In analyzing the mistakes, a sentence example of each mistake will be provided and analyzed just on one case of the mistake. If there are more than one mistake in a sentence, the analysis will be concentrated on the point of the mistake which is being discussed and will not try to discuss the other mistake because it will be discussed on the other point of mistake discussion. For example, on the mistake discussion of the use of "for", an example of a sentence will be provided, for instance "Thank you for come, you satisfied sir?" The expression contains two kind of mistake; (i) the use of "for" and (ii) the use of "be." But, because it is on the mistake discussion of the use of "for," therefore the analysis and the correction will be focused on the discussion of "for" only and will not discuss the mistake on "be." The mistake discussion on "be" will be discussed on the other point of discussion. To shorten the analysis, the example of the sentence and the possible expression will be shortened by using "..." if it is being considered as not to relate to the point of discussion matter and will directly show on the mistake phrase not the full sentence.

Declarative Sentence

The students used declarative sentence in answering the expression of

welcoming guest (Q1), giving menu (Q4), selling special menu (Q5), giving the guest some time to look at the menu (Q6), confirming the order (Q8), asking the guest to wait for the order (Q9), and thanking the guest (Q12). The common mistakes done by the students when using a declarative sentence are as listed below.

Phrasal verb

The phrasal verbs mistake only occurred once and was done by one student on the welcoming guest (Q1) expression as follow.

Good morning, welcome in our restaurant.

(The possible expression is "... welcome to ...")

To greet someone when he/she comes to a place, the correct greeting of "welcome" should be followed by "to" not "in."

Noun phrase

The noun phrase mistake occurred on handling payment (Q11) expression where two students made this mistake by using adverb instead of adjective to modify the noun on the noun phrase. The example is as the following.

This is your totally bill.

(The possible expression is "This is your total bill.")

Article

The article mistake occurred on the giving menu (Q4) by adding unnecessary article which was done by two students while the missing article occurred on two expressions; on selling special menu (Q5) and on asking the guest to wait for the order (Q9) with total of 12 students' mistake.

The example of unnecessary article which was found on the giving menu (Q4) expression is as the following.

Excuse me sir, this is a our menu.

(The possible expression is "... this is our menu.")

The article "a" cannot be followed by possessive adjective, an article can only modify a noun or a noun phrase.

The example of missing article which was found on asking the guest to wait for

the order (Q9) expressions is as the following.

... , *I will send your order to _ kitchen.*

(The possible expression is "... , I will send your order to the kitchen.")

What is meant by kitchen in the context above refers to a specific kitchen which is located in the restaurant, therefore it requires a specific article of "the" before the word "kitchen."

Object

The object mistake occurred on three expressions; giving menu (Q4), giving the guest some time to look at the menu (Q6), and thanking (Q12). The mistakes made were missing object (3 students), the use of specific object (4 students), and double object (1 student). The example of missing object is as the following.

Excuse _ , this is our menu.

(The possible expression is "Excuse me, this is our menu.")

The word "excuse" should be followed by object not subject.

The example of the use of specific object is as the following.

Excuse me sir/madam, this is your menu.

(The possible expression is "the menu.")

Because the menu refers to the menu of the restaurant, therefore, the object should also use a specific object which is "the menu."

The example of double object is as the following.

Thank you very much for your coming, see you next time, I hope you sir/madam come back in our restaurant.

(The possible expression is "... I hope you come ...")

The word 'you' has the same meaning to sir/madam, therefore only one of them is required and the word 'you' is the most suitable one for that context.

Modals

The modals mistake occurred once and done by one student on asking the guest to wait for the order (Q9) expression in which the mistake was the use of "to"

after modal "will". Modal should be followed by infinitive without "to."

... , *I will to take your order.*

(The possible expression is "... , I will take your order.")

Repetition

The repetition mistake occurred once on selling special menu (Q5) expression which was done by a student with the expression as the following.

Excuse me, for today we have special menu. This is Cordon Bleu for special menu today. (The possible expression is "Excuse me, we have Cordon Bleu as the special menu today.")

The above sentences show unnecessary repetitions of "special menu" and "today" which can be omitted and merged into a sentence.

Conjunction

The case of conjunction mistake occurred on giving the guest some time to look at the menu (Q6) expression. There were six students made this mistake. The example is as the following.

Excuse me, please take your time whenever you ready to dinner.

(The possible expression is "Excuse me, please take your time and call me whenever...")

The expression of "please take your time" and "whenever" represent two sentences which are combined into a sentence, therefore it requires a conjunction "and." Before the word "whenever" also requires a subject in which in this case refers to an imperative words "call me."

The use of "for"

The mistake of the use of "for" occurred on handling payment (Q11) expression where a student made the mistake by adding unnecessary "for" on the expression in which the present of "for" is the literal translation of the Indonesian. The example is as the following.

Mr./Mrs. .. This is for the bill.

(The possible expression is "Mr./Mrs. ... This is the bill.")

The use of "to"

This mistake occurred on confirming the order (Q8) expression where a student made this mistake by adding unnecessary "to" after the verb "repeat." The example is as the following.

Excuse me, I will repeat to your order.

(The possible expression is "... I will repeat your order.")

Interrogative Sentence

The students used interrogative sentence in answering the expression of asking reservation (Q2), seating the guest (Q3), taking order (Q7), confirming the order (Q8), asking how the meal was (Q10), and handling payment (Q11). The common mistakes done by the students when using an interrogative sentence are as listed below.

Quantifier

The quantifier mistake occurred on asking reservation (Q2) expression in which nine students did the mistake. When asking about reservation, they forgot to use quantifier "any" before the auxiliary verb "have" to confirm whether someone has/has not made a reservation. The example is as the following.

Do you have _ reservation before sir/madam?

(The possible expression is "Do you have any reservation before sir/madam")

The use of "has/have"

This mistake occurred on asking reservation (Q2) expression where two students made the mistake by using verb I after auxiliary verb "have" which is supposed to be followed by verb III. The example is as the following.

Have you make a reservation before sir/madam?

(The possible expression is "Have you made a reservation before sir/madam?").

Object

The object mistake occurred on asking how the meal was (Q10) expression where two students made this mistake by not giving object after verb in

which the object is compulsory one. The example is as the following.

Did you enjoy _ mr/mrs. ...

(The correct answer is "Did you enjoy your meal mr/mrs. ...")

Be

This mistake occurred on asking how the meal was (Q10) expression where four students made the mistake by using "about" instead of using "was" to confirm the food that was already eaten. The example is as the following.

Excuse me mam, how about the course?

(This section is asking how the meal was not offering food, therefore "about" should be replaced by "was". Thus, the possible expression is "..., how was the course?")

The use of "about"

This mistake occurred on asking how the meal was (Q10) expression where a student made this mistake by adding unnecessary "about" after "be." The example is as the following.

... How was about your food?

(The possible expression is "... How was your food?").

Past tense verb

The past tense verb mistake occurred on asking how the meal was (Q10) expression where three students made this mistake by using verb I instead of verb II in referring something that already done. The example is as the following.

Do you enjoy your food?

(Because the context refers to the experience that is already done, therefore the possible expression is "Did you enjoy your food?")

Modals

The modal mistake occurred on handling payment (Q11) expression where three students used a modal "could" which implied forcing when they wanted to give an option. The example is as the following.

... Could you pay by cash or by credit card?

(The possible expression is "...Would you like to pay by cash or credit card?")

Imperative Sentence

The students used imperative sentence in answering the expression of seating the guest (Q3), giving the guest some time to look at the menu (Q6), taking order (Q7), asking the guest to wait for the order (Q9), and handling payment (Q11). The common mistakes done by the students when using an imperative sentence are as listed below.

The inability to differentiate noun and verb

This mistake occurred on seating the guest (Q3) expression where eight students made the mistake because they were unable to differentiate between noun and verb and *vice versa*. The example is as the following.

This is your table sir/madam. Seat down please.

(The imperative sentence requires a verb as the head therefore the possible expression is "... . Sit down please.")

Have a sit please.

(The phrase of "a sit please" is a noun phrase which requires noun as the head therefore the possible expression is "Have a seat please.")

Imperative statement

The imperative statement mistake occurred on giving the guest some time to look at the menu (Q6) expression which is tightly related to the previous discussion of the declarative statement (1) on the conjunction mistake (vii). Therefore, the example and the explanation can be seen on the related discussion.

Be

This mistake occurred on the expression of giving the guest some time to look at the menu (Q6) in which 9 students did not use 'be' before adjective where the adjective is tightly related to an imperative words which should be present in the sentence but was also not written due to the students' mistake. The example is as the following.

Excuse me, please take your time whenever you ready to dinner.

(The possible expression is "Excuse me, please take your time and call me whenever you are ready.")

Subject

The subject mistake occurred on giving the guest some time to look at the menu (Q6) expression which was done by four students. The example is as the following.

Excuse me, please take your time whenever your ready to dinner.

(The possible expression is "... you are ready ...)

A subject cannot be in form of possessive pronoun followed by adjective, but it has to be subject followed by be and followed by adjective.

The use of "to"

The mistake of using "to" was found on two expressions; giving the guest some time to look at the menu (Q6) in which the mistakes were the inappropriate use of "to" (Q6) which was done by three students. Below is the example.

Excuse me, please take your time whenever your ready to dinner.

(The possible expression is "... ready to have dinner.")

The above expression is included in imperative statement because the real meaning of the text is to ask the guest to call the waiter to take the order, however, the students skipped the use of the imperative phase. The word "to" in this context refers to a purpose therefore "to" should be followed by an infinitive instead of a noun.

Verb

The verb mistake occurred on giving the guest some time to look at the menu (Q6) which was done by four students by missing the verb (to have). The example is as the following.

Excuse me, please take your time, if you ready your lunch.

(The possible expression is "... if you are ready to have your lunch.")

The above example also has the same case of missing imperative phrase in between “your time” and “if.”

Gerund

The gerund mistake occurred on asking the guest to wait for the order (Q9) expression where a student use gerund after the word “please.” The word “please” is supposed to be followed by infinitive.

Mr./Mrs., please waiting for the order, we still prepare ...

(The possible expression is “... please wait ...”)

Exclamatory Sentence

The students did not use any exclamatory sentence in making the expressions of the sequence service order.

Based on the analysis of 4 types of sentence above, the list of the mistakes and the frequency of their appearance can be seen in the table below.

Table 1. Mistakes Frequency

Names of the Mistake	Frequency				Total
	Declarative	Interrogative	Imperative	Exclamatory	
Phrasal verb	1				1
Noun phase	2				2
Article	12				12
Subject			4		4
Object	8	2			10
Verb			4		4
Gerund			1		1
Modals	1	3			4
Repetition	1				1
Conjunction	6				6
The use of “for”	1				1
Quantifier		9			9
The use of “has/have”		2			2
The use of “to”	1		3		4
The use of “about”		1			1
be		4	9		13
Past tense verb		3			3
The inability to differentiate noun and verb			8		8
Imperative statement			6		6

Based on the table above, the mistakes from the most frequent to less frequent occurrence are; be (13), article (12), object (10), quantifier (9), the inability to differentiate noun and verb (8), conjunction (6), imperative statement (6), subject (4), the use of “to” (4), modals (4),

past tense verb (3), noun phrase (2), the use of “has/have” (2), phrasal verb (1), gerund (1), repetition (1), the use of “for” (1), and the use of “about” (1).

CLOSING

The finding shows that the most common mistakes done by 13 students of MFB IIIA semester 6 are on the mastery of using "be" especially before adjective, the use of article, object, quantifier, and the inability to differentiate noun and verb. Seen from the use of proper grammatical English, students were still unable to use perfect grammatical expression related to sequence service order except on taking order (Q7) expression where all of the students made correct grammatical expression and almost all students did perfectly on welcoming the guest (Q1) and confirming the order (Q8). In general, it can be said that most of the expressions made by the students were understandable and acceptable to be used in dealing with the sequence of service order but will be far better if they can use the proper grammatical expression.

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