

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English in the era of globalization has become the most dominant international language and is used in various fields, including education, trade, technology, and tourism (Adawiyah & Gumartifa, 2022; Abdul Zalil & Lim, 2022; Fudiyartanto, 2024). According to Ethnologue and recent global language statistics, English is one of the most widely spoken languages in the world, with more than 1.5 billion people using it as either a first or second language (Eberhard et al., 2025; Patel et al., 2023). Crystal (2003) states that English has developed as a modern lingua franca for international communication across different fields. For example, in Indonesia, English is taught from elementary school to higher education as preparation for facing global challenges (Albi-Mikasa et al., 2024). This shows that English proficiency is no longer merely an additional skill but a basic necessity to survive and participate in the international community (Daud, 2024; Fudiyartanto, 2024; Sitepu, 2025).

Moreover, in Bali, which is known as a world tourism destination, English plays a more significant role compared to other regions (Ariyati, 2022; Ramadhani & Vaughan, 2025). Thousands of international tourists visit Bali every year, and their interactions with local people almost always use English as a common language. According to Badan Pusat Statistik Provinsi Bali (2025b), international tourist visits significantly contribute to the province's economy. Furthermore, Badan Pusat Statistik Provinsi Bali (2025a) reported that the labor force in Bali reached 2.74 million people, with 2.69 million employed. Among various sectors, the accommodation and food service sector is one of the largest employers, highlighting the close relationship between tourism, hospitality, and the increasing need for international communication skills, particularly English proficiency (Fudiyartanto, 2024). Therefore, workers in tourism sectors, including hotels, restaurants, and transportation services, require English proficiency to provide satisfactory services. Without adequate language skills, effective communication

with guests may be difficult, which can affect the overall image of Bali's tourism (Ariyati, 2022).

English has also become a main requirement in the formal workplace. Many companies, especially in hospitality and tourism, consider English proficiency as a key criterion in recruitment (Rahayu et al., 2025; Abdul Zalil & Lim, 2022). This aligns with industry needs for a workforce that is job-ready and able to meet international standards. Therefore, English proficiency is not only important for daily communication but also a determining factor in obtaining employment and developing a career.

However, in practice, the teaching of English for Specific Purposes (ESP) at universities often does not fully reflect ESP principles, particularly needs analysis. Needs analysis is the core of ESP, emphasizing the importance of understanding learners' real needs before designing learning materials (Hulwa et al., 2024). Hutchinson and Waters (1990) state that ESP should be based on learners' needs rather than available general materials. Dudley-Evans and St John (1998) also emphasize that ESP success depends on the relevance of materials to real workplace contexts. Without clear needs analysis, ESP materials tend to be general and less relevant to the actual job contexts students will face (Murdanianto & Mas Muhammad, 2026). This creates a gap between classroom learning and workplace requirements.

Many English students, including those aspiring to work in hospitality, experience difficulties in understanding technical terms or jargons used in hotels (Alhumaidan & Alghamdi, 2023; Xenia & Indriyani, 2025). Previous studies have examined the use of jargon in hotel environments. For example, a study conducted by I Gede Budasi and Nyoman Karina Wedhanti (2020) analyzed jargons used in the housekeeping department and found that hotel staff use numerous specialized terms in daily communication. However, their study focused only on housekeeping and did not explore other departments such as the butler department, which has different roles and communication demands. These findings indicate that jargon plays an important role in hotel communication. Therefore, research focusing specifically on jargon used in the butler department is still limited, especially in luxury hotel settings such as the The St. Regis Bali Resort. According to

Basturkmen (2010), jargons are specialized terms within a profession with specific meanings, procedures, or functions not found in general language resources. These difficulties occur because students often lack direct access to real workplace environments (Cahyono et al., 2025; Satrio et al., 2025; Setyarini, 2018; Palangan et al., 2025). This issue is also supported by the researcher's preliminary observation during the internship in the Butler Department at The St. Regis Bali Resort. During the initial observation, various professional terms and expressions were found to be frequently used in daily communication among butlers and other hotel staff. Some of these terms were not commonly introduced in general ESP materials, which may create difficulties for English major students who do not have direct workplace experience. In addition, the preliminary observation identified 105 jargon items used by related staff, including the Butler Supervisor, Senior Butler, and Butler staff. These jargon items became the main data of this study. This indicates that jargon is widely used across different positions within the department and plays an important role in the daily communication chain. The detailed analysis of these jargon items is presented in the findings. For instance, students may know general terms like *guest* or *reservation*, but not specific butler terms such as *butler attachment*, *pre-arrival plan*, or *distinctive moments*. Without direct experience, students may become confused and make mistakes in service (Cahyono et al., 2025).

Information about butler jargon is rarely available in ESP textbooks commonly found in bookstores. Most textbooks only present general English materials for tourism, such as front office conversations or restaurant terms, which are useful but insufficient to equip students with profession-specific skills (Rosmalina & Rahmah, 2024; Leofaragusta et al., 2026; Zahedpisheh et al., 2017). Consequently, students rely on general knowledge from university and lack exposure to real hotel communication. This creates a gap between theory and practice, especially for butler positions. Graduates may be less competitive than tourism vocational school students familiar with workplace language (Leofaragusta et al., 2026). By examining the butler department at the St. Regis Bali Resort, this study provides insight into practical workplace jargons in a real luxury hotel setting. Therefore, weaknesses in ESP teaching need critical examination (Hutchinson &

Waters, 1990). Without serious implementation of needs analysis, English students will continue to face difficulties entering the hospitality workforce. This study reflects the importance of identifying and analyzing butler jargons to make ESP learning more relevant and practical (Alhumaidan & Alghamdi, 2023).

As an English major working in hospitality, the writer has experienced difficulties with profession-specific workplace language, particularly in the butler profession. The butler is a strategic position in star-rated hotels, serving as a direct link between guests and hotel services (Tagareva, 2023). In this study, the focus is on the butler department at the St. Regis Bali Resort, a leading luxury hotel in Bali known for high standards of guest service. According to Ghosh (2018), the butler profession requires highly specific communication skills, as it mediates between guests and all hotel departments. Effective communication is crucial for delivering exceptional service, as it directly affects guest satisfaction (Siva Ram Sanker & Balamayuranathan, 2024). Butler duties include ensuring every detail of service meets international standards, coordinating guest requirements across multiple service areas (Hospemag, 2024). In performing these duties, butlers use technical terms or jargons with specific meanings and procedures, which are essential for effective job performance (Rintaningrum et al., 2025).

Lack of knowledge of such jargon can lead to misunderstandings (Rintaningrum et al., 2025). English major students working as butlers may struggle to follow supervisors' instructions if they do not understand workplace terms (Cahyono et al., 2025). Mistakes in procedures affect not only individuals but also guest satisfaction and the hotel's overall image (Siva Ram Sanker & Balamayuranathan, 2024). Even small errors due to language gaps can significantly impact a hotel's reputation (Alhumaidan & Alghamdi, 2023).

This study is relevant for English major students pursuing hospitality careers. Without direct work experience, students struggle to understand real communication contexts (Siva Ram Sanker & Balamayuranathan, 2024). General ESP textbooks are often insufficient, as materials are theoretical and not based on needs analysis (Rintaningrum et al., 2025; Leofaragusta et al., 2026). Consequently, English students entering hotels may lose competitiveness compared to vocational school graduates (Leofaragusta et al., 2026). This study documents and analyzes

the jargons used by butlers (Xenia & Indriyani, 2025). The findings are expected to help students better understand real workplace language and provide input for ESP teaching to make it more contextual and aligned with workplace needs (Alhumaidan & Alghamdi, 2023).

The butler profession holds a strategic role as a direct link between guests and hotel services, making communication inseparable from international hospitality standards. Butler duties involve room service, food service, and coordination with various departments such as Housekeeping, Food and Beverage, and Front Office. The jargons used in daily communication are not merely vocabulary but work instructions determining service quality.

Focusing on the St. Regis Bali Resort allows detailed and authentic documentation of jargons in a high-standard hospitality environment. Similar studies on Food and Beverage jargons show that documenting technical terms helps students understand real workplace language (Mirajuddin, 2017; Ma'fiah & Sumardiono, 2023). This strengthens the need for a specific study on the butler profession. By documenting and analyzing terms used, this study provides a clear picture of workplace language needs (Satrio et al., 2025). The results benefit English major students and ESP lecturers (Xenia & Indriyani, 2025), serving as a critical reflection for curriculum improvement to make ESP more practical and workplace aligned.

A descriptive qualitative approach is used, as direct observation and interviews capture terms genuinely used in daily hotel communication. Such jargon is often undocumented in textbooks, making field-based qualitative research essential. The findings provide input for lecturers and institutions to improve ESP curricula so learning becomes truly workplace-relevant (Wahyu & Susanta, 2025). Students will be better prepared for the hospitality industry, equipped with workplace language knowledge that matches real field needs (Ma'fiah & Sumardiono, 2023).

This research bridges the gap between theory and practice in ESP learning, emphasizing a needs-based approach. It also has practical implications for educational institutions, encouraging cooperation with hotels for direct student practice. Long-term, this study contributes to improving hospitality workforce

quality (Rusmawan et al., 2025). The study has novelty value, as few studies focus specifically on butler jargons in Indonesia. By equipping English majors with butler workplace language, they can compete with vocational school graduates, possessing both general English proficiency and professional communication skills. This benefits students, lecturers, and the hospitality industry, supporting a more competent workforce ready for global challenges.

However, despite the importance of this issue, a critical gap can still be identified in previous studies. Most previous studies have focused on jargon use in other hotel departments, such as housekeeping and food and beverage, while studies specifically examining the Butler Department remain limited. In addition, previous studies mainly focused on identifying the forms of jargon without analyzing how organizational structure and communication chains influence their use in daily operations. Therefore, this study aims to address this gap by providing a contextual analysis of jargon use in the Butler Department at The St. Regis Bali Resort.

1.2 Statement of the Problems

1. How is the organizational structure of the butler department applied in daily operation at The St. Regis Bali Resort?
2. How do communication chains take place during the stages of guest service handled by butlers at The St. Regis Bali Resort?
3. What are the forms of jargons used by butlers in their daily communication at The St. Regis Bali Resort?

1.3 The purpose of the Study

1. To describe how the organizational structure of the butler department is applied in daily operations at The St. Regis Bali Resort.
2. To describe how communication chains take place during the stages of guest service handled by butlers at The St. Regis Bali Resort.
3. To identify and analyze the linguistic forms of jargons used in butler at The St. Regis Bali Resort.

1.4 Significance of the Study

There are two significances of this study namely theoretical and practical significance.

1.4.1 Theoretical Significance

Theoretically, this study is expected to contribute to the field of linguistics, particularly English for Specific Purposes (ESP) and workplace discourse in the hospitality industry. This research provides deeper insight into language variation in professional settings by focusing on the use of jargons in the Butler Department of a five-star hotel. The findings enrich theoretical discussions on how profession-specific language functions in daily workplace communication, especially in high-standard hospitality environments.

Moreover, this study supports ESP theories proposed by Hutchinson and Waters (1990) and Dudley-Evans and St John (1998), which emphasize the importance of needs analysis in designing relevant learning materials. By presenting real examples of jargons used by butlers in a luxury hotel context, this research demonstrates that workplace language cannot be fully understood through general ESP materials alone. Therefore, this study strengthens the theoretical understanding that ESP learning must be based on real workplace needs to bridge the gap between academic learning and professional practice.

1.4.2 Practical Significance

Practically, this study is expected to provide benefits for English major students, lecturers, and educational institutions, particularly those related to English Language Education and ESP for tourism and hospitality. The findings of this study can help students understand the professional jargons used by butlers in the Butler Department at The St. Regis Bali, enabling them to become more familiar with real workplace communication before entering the hospitality industry.

For lecturers and curriculum developers, this study can be used as a reference in designing ESP materials that are more contextual, practical, and aligned with the actual language used in five-star hotel operations. The documented jargons and communication practices can serve as supplementary learning materials to improve students' readiness for professional work.

In addition, this study is expected to be beneficial for future researchers who are interested in conducting similar research on workplace language, professional jargons, or communication practices in other departments of hotels. By focusing on the butler profession in a five-star hotel setting, this research provides concrete data

that can support further studies in ESP, hospitality linguistics, and professional communication.

1.5 Scope of the Study

Considering the identification of the problem, this study primarily focuses on the professional jargons used by butlers in a five-star hotel in Bali. The analysis is limited to the meanings and use of the jargons in relation to the organizational structure of the Butler Department and the communication chains during the stages of guest service. This study does not discuss language use in other hotel departments. The primary unit of analysis in this study is the identified jargon items used in the Butler Department. The organizational structure and communication chains are examined only as contextual factors that support the analysis of jargon use.

