Leveraging Waiterio as Learning Media for English for Restaurant: A Case Study

Komang Satya Permadi[1*], Nyoman Canestra Adi Putra[2], Ni Wayan Putri Widia Artayani[3]

[1,3]Politeknik Nasional, Denpasar, [2]STKIP Agama Hindu Singaraja

Abstract: This research investigates rationale, implementation, and pedagogical implications of employing the Waiterio application as a learning media within an English for Restaurant. Employing a purposive sampling methodology, the study involved twenty-six students and one instructor. Data collection was conducted through a case study approach, utilizing observational methods, literature review, interviews, and questionnaires. Qualitative data analysis was employed to interpret the findings. The study revealed that Waiterio application is favored due to its user-friendly interface in comparison to alternative applications. Furthermore, its high degree of flexibility, facilitated by its accessibility across multiple platforms, makes it particularly suitable for diverse learning environments. The research indicated that Waiterio application can be readily integrated into the English for Restaurant curriculum, particularly in facilitating learning related to service sequences. However, limitations were identified, including the requirement for a stable internet connection and the absence of reservation feature. Despite these limitations, student participants unanimously acknowledged the application's ease of use and strongly recommended its utilization within the Food and Beverage Service department. The study concluded that the Waiterio application, owing to its user-friendly interface, can serve as a foundational tool for introducing students to Point of Service applications before transitioning to more comprehensive and complex platforms.

Keywords: Waiterio, Learning Media, English

INTRODUCTION

Indonesia, a vast archipelago nation renowned for its abundant natural resources and unparalleled tourist attractions, has witnessed a resurgence in foreign visitor arrivals. According to the Indonesian Central Statistics Agency (Badan Pusat Statistik, 2024), foreign tourist visits in the second quarter of 2024 reached 7.75 million, signifying a 20.75% increase compared to the same period in 2023. This rebound underscores the country's recovery from the COVID-19 pandemic's impact on the tourism sector.

As a nation embracing free trade and investment, Indonesia is strategically positioned to capitalize on this growth. However, this requires a highly skilled workforce prepared for the demands of a globalized marketplace. Despite a robust higher education system, the

country faces the challenge of aligning its education system with the needs of the 21st-century economy, characterized by the rapid adoption of Industry 4.0 technologies. This has ushered in an era of borderless trade, where goods, services, capital, and human resources flow freely across national boundaries. This necessitates an increasingly competitive environment, requiring individuals to possess advanced technological skills, coupled with robust English language proficiency (Permadi, 2023).

The pivotal role of English in this interconnected world cannot be overstated. As the global lingua franca, English fosters intercultural communication, unlocks access to information, and facilitates professional advancement (Roinah, 2022). English proficiency fosters confidence, career advancement, and knowledge acquisition. In a globalized world, individuals with strong English skills are better equipped to manage the rapid influx of information. To compete in the 21st-century global market, human resources must master English as an international language (Rifah et al., 2021). This requires combining English language skills with innovation, information literacy, media fluency, and technological proficiency to meet the demands of modern industries.

In line with this, universities or educational institutions should use technology as a medium for learning English, especially related to the tourism industry, particularly in restaurants. Focusing on one of the tourism-hospitality institutions, Mediterranean-Bali, is a campus that has five branches on the island of Bali, one of which is in Singaraja. This campus has majors such as Food and Beverage Service, Culinary, Housekeeping, Front Office and is equipped with a highly structured learning syllabus. Where students are given teaching about tourism science, practice in the scope of hotels and restaurants and intensive teaching of English. Technology is also very inherent in this campus, in every practice student often use computer media to support more dynamic learning. Students are taught about the use of Visual Hotel Program (VHP) on computers or laptops at meetings according to the syllabus. Not only using the application, but students are also taught about communication techniques using English. However, not all students have a computer or laptop to facilitate their learning. Students are more dominant in owning smartphones. Moreover, the software or applications used above can only be used on computers with special accounts. The VHP application is a paid application, so it is difficult for students to reach. Even though it has been provided by the campus, some instructors have never mastered the application because they must use a laptop that has been registered with an account. So that this can reduce the learning experience of students.

In the current Industrial Era, every activity and life of the community is closely related to the internet, both to carry out daily activities, learning processes, work in various sectors, and as a means of entertainment. Additionally, nowadays the internet is increasingly accessible through smartphones that are carried by users anywhere. Ease of use, which can be accessed anywhere and anytime, has led to an increase in user dependence, while the development of mobile devices is currently taking place very rapidly (Atmaja & Wibisono, 2020). From this statement, it is hoped that there will be convenience for students to use applications on their devices to support learning practices in restaurants.

The use of technology on smartphones in various aspects has an impact on restaurants and cafes because it can increase customer satisfaction and restaurant profitability.

Waitresses are also very facilitated because they are efficient in taking orders from guests (Asfaroni & Amalia, 2023). From the explanation above, it can be concluded dthat the use of mobile applications in restaurants can support efficiency in work, especially in restaurants. The type of application needed in restaurants is one that has a Point of Sales (POS) approach or commonly known as a cashier system to facilitate buying and selling transactions in a place or store (Hayes, 2024). In the context of a Point of Sale (POS) System, a cash register does not function independently, but rather includes supporting software and other tools. POS systems perform more than just buying and selling transaction functions; it can be integrated with sales reports, inventory and stock management, human resources, orders, and various other aspects (Ghozali & Iskendang, 2020).

Applications in the context of POS to support restaurant learning are diverse. Some applications have a paid method for creating their accounts and some others have a semi-payment method, meaning they can still be used for free to a certain extent. This is certainly convenient for students to use the application as a learning medium that can be used anywhere and anytime to enhance quality of learning (Kristanto, 2016). The application used as a medium for learning English for Restaurants is Waiterio. As one of the applications with the context of POS in restaurants, Waiterio has several features such as creating a digital menu that can later be accessed in a link, restaurant table control, employee biodata and their roles in the restaurant, reports, note printing technology to a thermal printer or wireless printer, restaurant profile, and website settings. Waiterio is semi-payment and can only be used for a maximum order of one hundred times. If it is more than that, an additional payment will be charged. In terms of training, this number is enough to make students able to conduct their practice.

Based on several studies conducted using Point of Sale (POS) applications in restaurants, such as those by Atmaja & Wibisono (2020) and Asfaroni & Amalia (2023), the findings indicate that the menu ordering system has become more efficient due to the use of mobile devices, eliminating the need for manual writing and facilitating organization between consumers and sellers. However, the POS applications developed by these researchers are exclusive in nature. This means they are designed specifically to meet the needs of restaurants and cannot be utilized as training tools for students, as these applications are not available on app distribution platforms like PlayStore or AppStore. The researchers concluded their study by recommending that the application be developed for multi-platform compatibility.

In contrast, the Waiterio application offers more comprehensive features, multi-platform compatibility and provides greater control over independent restaurant development, thereby enhancing the sales knowledge of the students who use it. Moreover, the lack of prior research on the use of the Waiterio application underscores the significance and necessity of this study. Based on the problems and studies that have been raised previously, the author will use the Waiterio application as a medium for learning English in Restaurants which will be held at the Mediterranenan Bali Campus, Singaraja. The author will leverage the use of the Waiterio Application to find out why we should use this application, how the process of using it is, and what are the implications of using the Waiterio application.

METHOD

This research was conducted at Mediterranean Bali – Singaraja which is located at Jalan Pulau Komodo I No.7 block L, Banyuning Village, Buleleng District, Buleleng Regency, Bali Province. This study uses a qualitative research approach and uses a type of case study research. The case study approach is a qualitative research method that allows researchers to investigate in depth a situation or current event that occurs in a defined context. This method involves collecting detailed and multi-source data, such as observations, interviews, and questionnaires, to thoroughly understand the situation being studied (Cohen et al., 2007).

This study applied a case study approach to research the application of the Waiterio Application as a medium for learning English for Restaurants for Students in Mediterranean Singaraja. This research focused on the experiences of instructors and students in using Waiterio, with the aim of identifying perspectives and patterns that appeared in the use of this application. The data collection techniques that were used included direct observation, interviews, questionnaires, and the collection of relevant documents.

The researcher used the purposive sampling method to select informants for this study. This method allowed the researcher to select informants based on research objectives (Sugiyono, 2013). In this situation, the informant chosen was an instructor from the Mediterranean Bali campus in Singaraja. The students as the object of research were those in the FBS C class in 2024, which consisted of twenty-six students.

Considering that this study was qualitative, the data analysis used was descriptive analysis. In addition, the use of an open questionnaire instrument was analyzed by the method outlined by Miles et al. (2014), where, from the various answers given, a common answer pattern was sought, then described, and the state of the object or subject was systematically detailed so that a conclusion could be drawn.

RESULTS

The Mediterranean Bali Campus (Medi Campus), a specialized hospitality institution, operates across five locations in Bali. Since 2015, Medi Campus has implemented the Association of Southeast Asian Nations (ASEAN) curriculum standards in alignment with the ASEAN Economic Community (AEC) Program, promoting economic integration and workforce mobility within Southeast Asia. Medi Campus employs a standardized syllabus across all branches, including specialized curriculums for hospitality programs such as Housekeeping, Front Office, Restaurant, and Kitchen. The Restaurant program's 14-week syllabus integrates core coursework and English language training but faces challenges in effectively utilizing the Visual Hotel Program (VHP) software. While VHP offers a comprehensive simulation environment, its reliance on computer-based access and limited availability of laptops restricts student engagement. The mobile version, requiring a paid account, further hinders accessibility.

In order to address these challenges, the Waiterio application, a cloud-based Point of Service (POS) system, has been identified as a more flexible alternative. Waiterio aligns with the curriculum's focus on restaurant operations, facilitating sales transactions and

providing a user-friendly platform for learning. Its cloud-based structure allows for real-time access to transaction data, enabling collaborative learning among students. Furthermore, the application requires only a Google account or email for account creation, promoting accessibility and user-friendliness.

The implementation of Waiterio was conducted for the 2024 FBS C class, a program specializing in Food and Beverage Service. The application's integration into the 12th-week English course, according to the syllabus, provided students with 12 hours of dedicated instruction. This approach aligned with the ten principles of effective learning media utilization outlined by Newby et al. (2000), aiming to optimize learning outcomes and ensure effective knowledge transmission. The following paragraphs explored the specific application of these ten principles in leveraging Waiterio for Restaurant English instruction.

During the first of four meetings, as outlined in the syllabus, the instructor provided a presentation and demonstration on the Waiterio application. Students were instructed to download the application onto their personal devices. After installation, users create an account by signing up, with the application defaulting to the language currently set on the smartphone. Upon completing the sign-up process with personal data, the Waiterio application redirects users to the main dashboard, as shown in Figure 1.
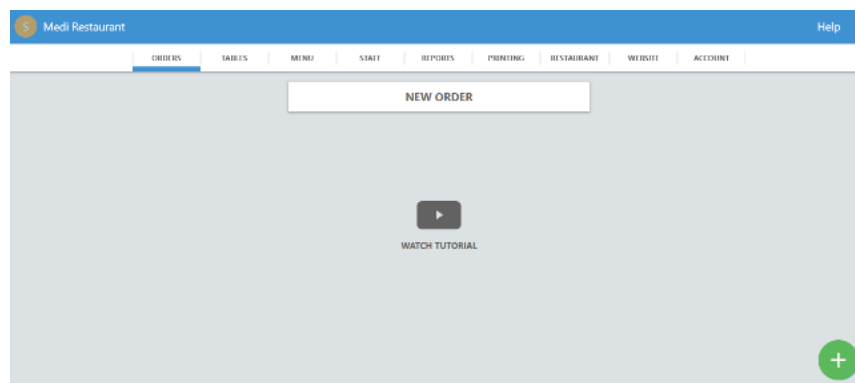

Figure 1. *Waiterio App Home Page View*

Figure 1 above shows the display Dashboard, there are nine main options to choose from such as Orders, Tables, Menu, Staff, Reports, Print, Restaurant, Website, and Account. Before you can use the order option, there are several options that must be filled in first, which are Restaurant because it has basic information that will later be used in other options.
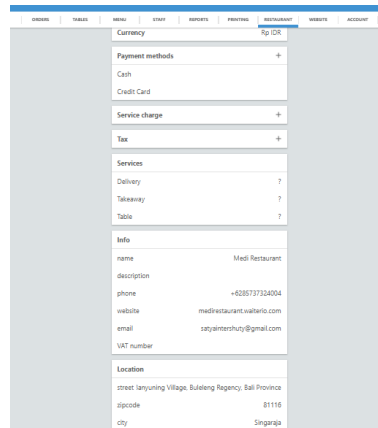
Figure 2. *Restaurant Options View*

Figure 2 above shows the Restaurant option has additional options such as Subsciption, Currency, Payment Methods, Service Charge, Tax, Services, Info, and Location. Each of these options can be filled in according to your needs. Filling in the details influences the restaurant data on the Website which later be created automatically. Furthermore, on the subscription, it is written Free Plan which means that you are using a free license. The Waiterio comes with both free and paid licenses. The free license allows its users to place one hundred orders from its customers per month. Meanwhile, the paid license starts from a price of IDR. 179,000 per month with a maximum order of six hundred times per month. However, with a free license, it can still be used by students with an above-average threshold because it can be used for as many as ten orders for practising. Therefore, the Subscription for the Free Plan can be used accordingly.

Furthermore, in Figure 3 below is the main display of the "Staff" option, in this section students determine each position or role. Some could function as cashier, waiter or waitress, barman, cook, courier, manager, and owner.
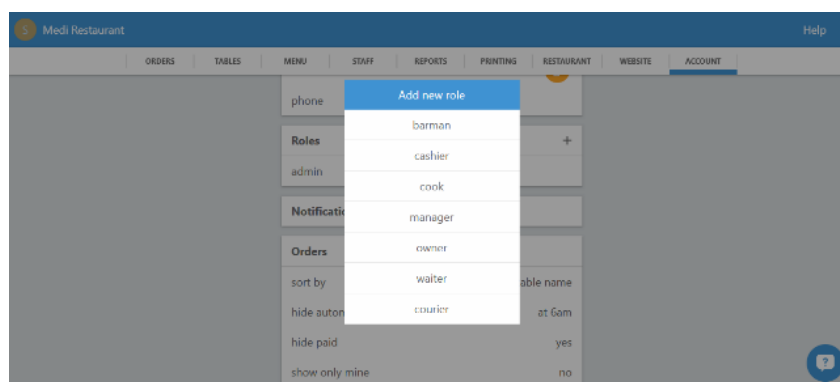

Figure 3. *Option to add positions.*

The options mentioned above do not have to be fulfilled all, the most important thing is that the position as a waiter or waitress can be chosen more than one because it will be used for practice later. Then you can focus on the Menu section. As per Figure 4 below, this section allows the user to write what menu they want.
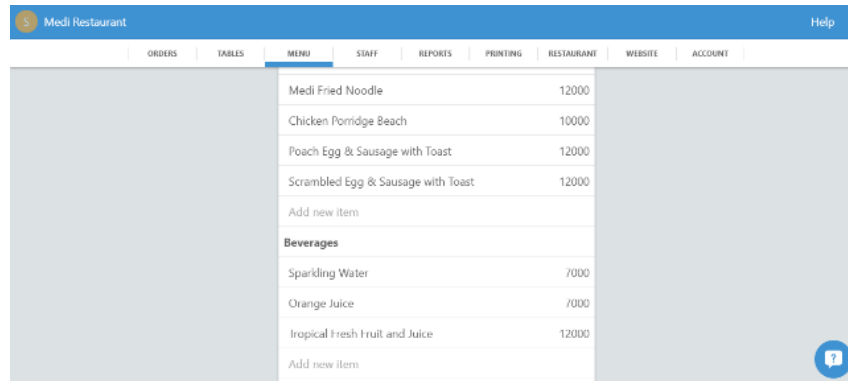
Figure 4. *Menu Options*

The Waiterio application allows for the creation of comprehensive menu items, including the name, price, description, image, and stock availability. Menus can then be categorized (e.g., Main Course, Appetizer, Dessert, Beverages) for organizational purposes. The design and content of these menus influence the appearance of the generated restaurant website.

Following the setup of staff and restaurant details, the "Tables" option, as shown in Figure 5, enables users to define the number, layout, and shape of tables. To modify table configurations, the user must first select the gear icon (settings). The subsequent display is illustrated in the accompanying image.
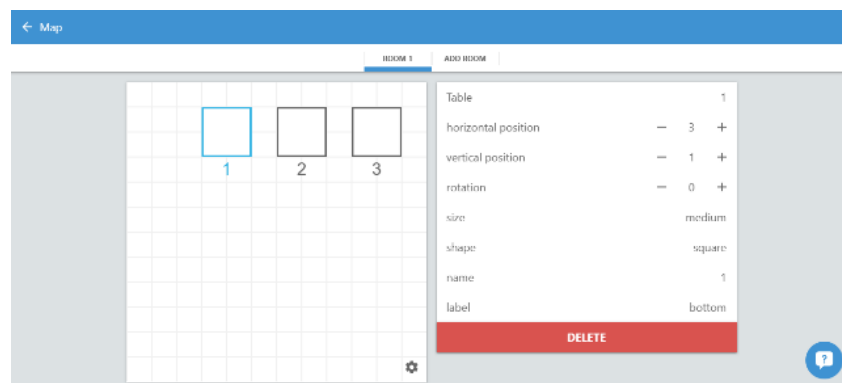

Figure 5. *Table Options Display*

The Waiterio application allows for the customization of table shapes (round, square, or rectangular) and the creation of virtual rooms to facilitate order management. Within the "Tables" option, orders can be placed, providing flexibility for waiter or waitress. Each configured table is assigned a unique number or name. Selecting a specific table triggers an order option, as shown in Figure 6.
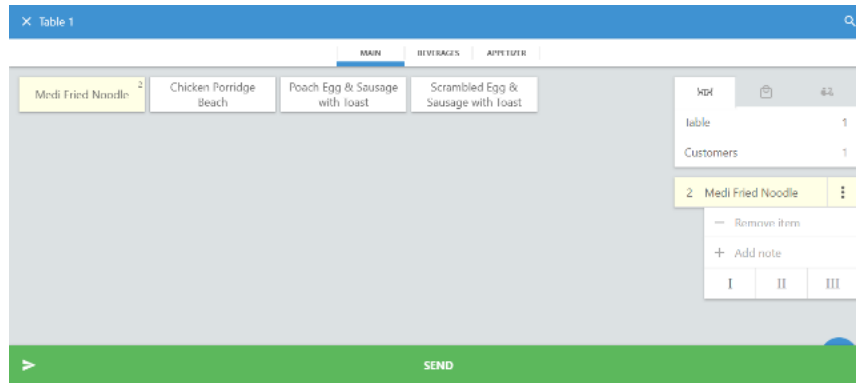
Figure 6. *Order Options*

As illustrated in Figure 6, the created menus can be accessed through the "Tables" or "Order" options within the Waiterio application. Users can select menu items and add specific notes or modifications. These selections can be edited or deleted until the "Send" button is activated. The number of guests can also be specified within this section. Once the "Send" button is pressed, all registered staff members have access to the order details, as shown in Figure 7.
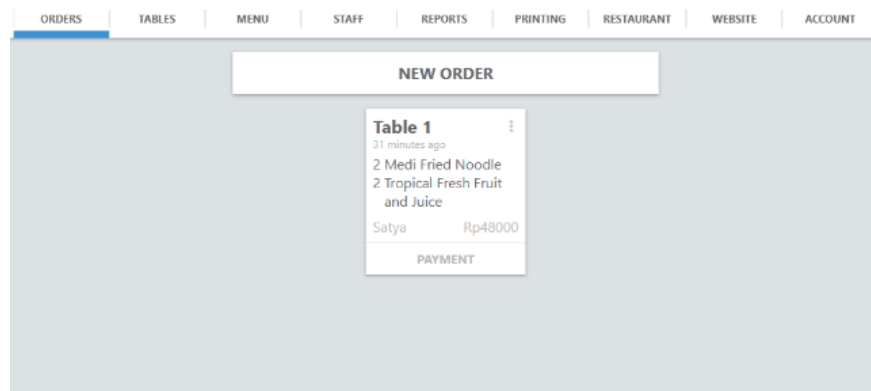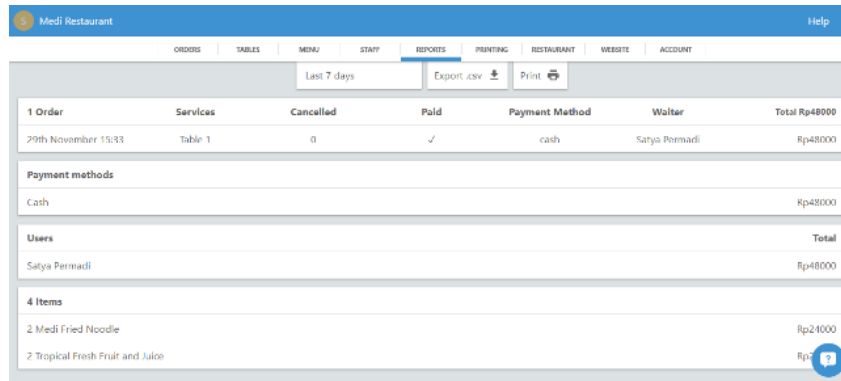

Figure 7. *View of Orders Already Created*

Upon order placement, the Waiterio application synchronizes order information to the "cook" position, enabling real-time visibility of preparation status and readiness for service. Waiters can monitor the application for order updates. The application also facilitates payment processing through cash or credit card options, with the capability to print receipts via a configured wireless printer. The Waiterio application offers a free license that allows for one hundred orders before requiring an upgrade.

The Waiterio application automatically generates comprehensive reports, as illustrated in Figure 8. This feature streamlines the process of tracking sales data, allowing restaurateurs to identify popular menu items and analyze revenue trends. These reports can be exported as Excel files or printed directly for further analysis or record-keeping.

Figure 8. *View of a Report in the Waiterio App*

The Waiterio application facilitates the creation of custom restaurant websites, as demonstrated in Figure 9. Menu items, complete with images and descriptions, are automatically displayed. Users can create a unique website address, establishing a brand identity for the virtual restaurant. This address can be converted into a QR code for easy access via mobile devices. Additionally, the website design can be customized with contact information, social media links, Google Maps integration, themes, and a featured image. This comprehensive platform for website creation and management is illustrated in the accompanying image.
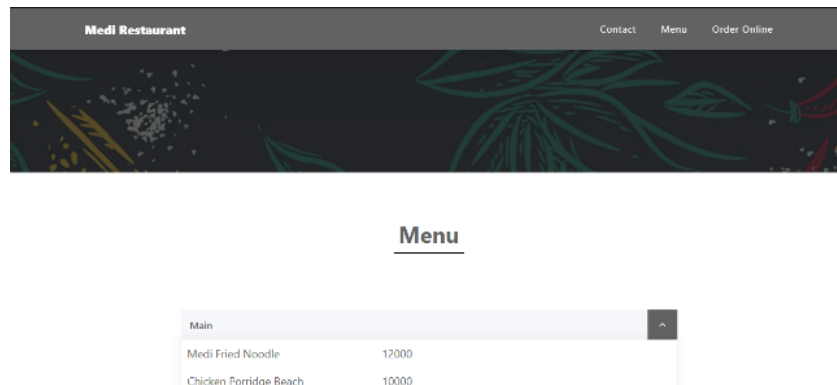
Figure 9. *Auto-Generated Site Views*

Following an instructor-led presentation and demonstration on the Waiterio application, students engaged in a practice session for account creation. The class of twenty-six students was divided into four groups, each tasked with creating a virtual restaurant themed around a specific country: Thailand, America, France, or Japan. The groups were encouraged to develop unique menus and staff profiles to enhance the simulation experience. After group formation, students were instructed to configure their individual Waiterio accounts, as illustrated in Figure 10.

Figure 10. *Students used the Waiterio application in groups.*

Observations indicate that the process of creating a Waiterio account is straightforward and without significant challenges. Once students established their individual accounts, group discussions focused on menu selection, restaurant naming, 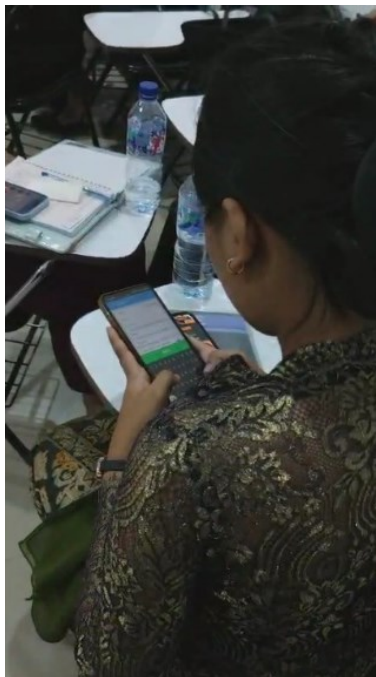and assigning roles. This collaborative effort aimed to create an accessible and user-friendly website. The following link showcases a sample website created by FBS C Class students in 2024: https://jopamasresto.waiterio.com/en/;   https://satya-geng.waiterio.com/en/; https://americanrestaurant.waiterio.com/en/. From the site that has been produced, it was later be practiced at the next meeting.

In the subsequent meeting, students, organized into previously established groups, were instructed to engage in a simulated Restaurant Service Sequence. Prior to the simulation, a shared understanding of the service sequence was established. The FBS C Class in 2024 had previously practiced the sequence using notetaking during order placement. For this simulation, however, the Waiterio application served as the primary tool for order management. The simulated service sequence encompassed the following steps: greeting guests, inquiring about reservations, escorting guests to tables, seating guests, unfolding napkins, taking orders, repeating orders, serving food, clearing finished dishes, and processing payments.

Students practiced service sequences in the classroom using the Waiterio application. The practice was to look for things that were not understood in the use of the Waiterio application. Starting with welcoming and greeting the guests, the students greeted them with "Good morning, welcome to Jopamas Resto, how may I help you?" After the guests responded, the host then inquired, "Do you have any reservation?" The guests replied using their names, as if they had indeed made a reservation beforehand. The host asked the guests to wait briefly to check the reservation, saying, "Please wait a moment; I will check your reservation." She then returned to the guests and stated, "I have checked the reservation list,

and you have reserved a table for four people at 7:30 PM. Our waiter will escort you to your table." After introducing the waiter, the guests were then led to their reserved table, where the next process involved seating the guests, prioritizing women, and arranging the seating in a clockwise direction while saying, "Have a seat, please." Following this, the napkin was placed on the guests' laps with the phrase, "Your napkin, please excuse my reach." Once everything was prepared, the waiter invited the guests to scan the QR code on the table so they could view the menu on their smartphones. The waiter then asked, "Are you ready to order?" after the guests had looked at the menu for a few minutes or after the guests called for the waiter. At this point, the Waiterio application was utilized to its fullest extent, allowing the waiter to select the guests' orders and input any additional menu preferences. After taking the order, the waiter repeated the menu items to ensure the accuracy of the orders.

Following the order confirmation, the waiter returned to the guests' table and say, "Here is your order," for example, "Here is your order, Beef Tenderloin," followed by any guests' additional preferences, resulting in "Here is your order, Beef Tenderloin with extra cheese, salt, and pepper." Once the serving of the menu items from appetizers to desserts was completed, the waiter could then inquire about the guests' impressions of the food, asking, "How are the food and beverages, Sir?" After receiving feedback from the guests, the waiter then asked about payment, saying, "Are you ready to have your bill, Sir?" Since all menu prices had been automatically calculated by the Waiterio application, the waiter presented the receipt from their phone to the guests and stated, "Here is your bill, Sir. How would you like to settle the payment? With cash or credit?" After the payment process was completed, the order on the Waiterio application could also be finalized for that table.

Figure 11. *Students Practiced in the Classroom*

After being practiced in the classroom, the activity then continued outside the classroom. Of the four groups that had been divided, they were then divided into two to occupy two separate places. Each of the two groups was placed on the balcony and parking lounge, which was an area on the Mediterranean Bali campus, Singaraja. Both the balcony and the parking lounge had a large space with enough tables and chairs for the simulation of the restaurant service sequence. So that the groups that occupied the balcony were groups 1 and 2, then the parking lounge was occupied by groups 3 and 4. Not only that, because this meeting was an English course, students were instructed to change the language on their device system to English. This was needed to hone their skills not only in terms of speaking, listening, and writing when serving guests, but also to hone their reading and writing skills when reading the display in the Waiterio application and write additional preferences from the menu ordered by guests.

In this simulation, students practiced the sequence of service in the restaurant using English and at the same time using Waiterio Application. When conducting the simulation, students practiced the sequence of service in the restaurant from the initial process such as Greeting Guest to the final process, namely Billing as practiced in the classroom earlier. The Waiterio application was used effectively when they took guest orders and billing, in which students took guest orders as well as explain the menu to be ordered using English. Having previously collaborated on the menu as a group, they attained a thorough understanding of the product knowledge and were well-prepared to articulate it in English. Menus were ordered at the touch of a button and if there is a special order for a specific menu, it can be added immediately, for example can be seen in Figure 12 below.

After the menu was ordered, a repeat menu order process was conducted to ensure that the menu ordered was correct. After the menu was ready, it was delivered to guests from appetizers, main courses, to desserts. Then Billing was done if all the dishes had been served. In conclusion, beyond acquiring oral communication skills through guest interactions, the students also honed their English reading and writing abilities through the utilization of the Waiterio application. This application, operating entirely in English, necessitated students to read system instructions and to write down specific guest requests, thus providing an integrated learning experience.
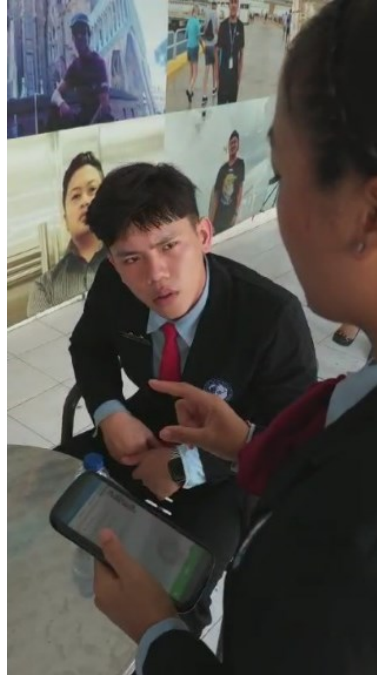
Figure 12. *Order Taking Process Using the Waiterio Application*

In the billing process, students pressed the payment button, allowing them to be offered the payment methods of cash or credit card. After the payment was completed, the billing could be printed on the printer, and the sales report was then collected for the instructor. After the process was conducted in Group 1, it was rotated, so Group 2 would conduct a sequence of services for Group 1. This simulation activity took place over two meetings. Although the simulation activities tended to run smoothly, some students asked what would happen if guests wanted to process payments (split bills). The instructor then answered that the option could be displayed when making a payment, as seen in Figure 13 below. By simply pressing the button in the upper left corner, the waiter or cashier could determine which food, and drinks would be paid for by Guest A. In this way, the split bill process could be completed.
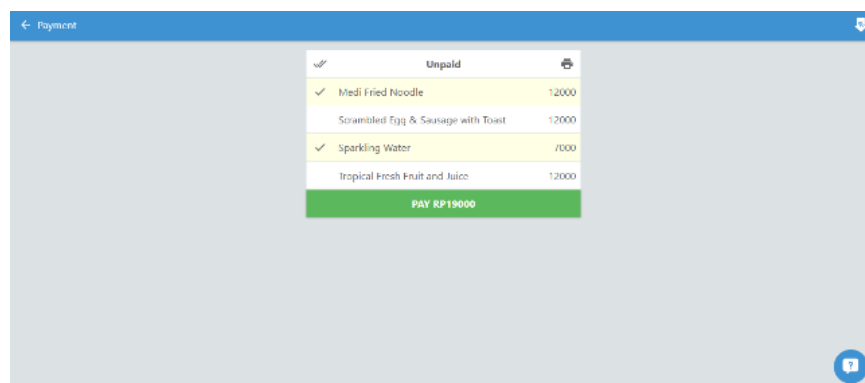

Figure 13. *Split Bill Process Display*

After leveraging the Waiterio application, a questionnaire that had been designed was then used at the last meeting to find out students' impressions, messages, and expectations

toward the Waiterio application. There were nine questions on the questionnaire that were shared using Google Forms. The questionnaire was used to find out the implications of using the Waiterio application as English for Restaurant learning media which had been leveraged by students of Mediterranean Bali, Singaraja, especially in the FBS C class in 2024. The following is a table of the results of the open questionnaire that had been given.

Table 1. *Questionnaire Results Regarding of Leveraging the Waiterio Application*

Question	Conclusion
Do you prefer to use the App or by writing when taking *an order* at a Restaurant?	1. Application – 26 people (100%)
Is there a difference in service time between using the app and not using the app?	1. Yes, faster if you use the app – 21 People (80.8%) 2. Had a slight time difference – 2 People (7.7%) 3. No time difference – 3 People (11.5%)
Do you know the types of applications or software used as *Point of Sales (POS)* services in restaurants? If you know of it, please mention!	1. Waiterio and VHP – 10 people (38.5%) 2. Waiterio – 15 people (58%) 3. Journal Touch – 1 Person (3.8%)
What is your view on the Waiterio App?	1. Very easy to use – 16 people (61.5%) 2. Very good – 7 People – (26.9%) 3. Very helpful in the practice process – 3 people (11.5%)
What do you think are the advantages and disadvantages of the Waiterio app?	1. The advantage is that it is easy to use, and the disadvantage is that the application tends to be slow during operation – 4 people (15.4%) 2. The advantages are easy to use and there are no disadvantages found – 14 people (53.8%) 3. The advantages are that it has complete features and the disadvantages of the application sometimes errors – 4 people (15.4%) 4. The advantage is that it is easy to use, and the downside is that there are still many features that are lacking and not yet understood – 3 People 11.5%) 5. The advantage is that it has complete features, and the disadvantage is that it is not possible to make a reservation on the app – 1 Person (3.8%)

Do you think the Waiterio app has an impact on English for Restaurants?	1. Impactful – 18 people (69.2%) 2. Impactful if the application uses English in the system – 4 people (15.4%) 3. No Impact – 4 People (15.4%)
What do you think are the challenges faced in implementing the service sequence supported by Waiterio?	1. Need a stable internet connection – 9 People (34.6%) 2. None – 7 people (26.9%) 3. Adapting to the way the app is used – 9 People (34.6%) 4. Errors still occur frequently – 1 person (3.8%)
Do you feel that this app provides added value compared to other methods or apps you have used before?	1. Yes, it provides a lot of added value – 12 People (46.2%) 2. Yes, because it adds insight into the use of POS applications and Services in Restaurants – 12 People (46.2%) 3. Yes, because it is easy to use – 2 People (7.7%)
Do you think the Waiterio App can be implemented for other hospitality students?	1. Yes – 26 People (100%)

After the questionnaire data was obtained, it was analyzed. Analysis of questionnaire data revealed a strong preference for technology-based order taking among students, with 100% indicating their preference for using the Waiterio application over traditional pen and paper methods. This showed that students really were interested in using technology because it makes it easier for humans to do their work. Students felt that the application was more practical compared to writing text that requires more paper. Furthermore, 80.8% of students observed a significant reduction in service time when using the Waiterio application, highlighting its potential to enhance efficiency and improve service delivery. This indicated that using Point of Service (POS) applications can improve service time efficiency. Regarding the use of applications, especially for restaurants, 38.5% of students knew applications such as VHP and Waiterio, then 58% only knew the Waiterio application, and only 3.8% knew about the use of applications Journal Touch. Then according to questionnaire result, 61.5% of students considered that the Waiterio application is quite easy to use, 26.9% were of the view that the Waiterio application is very good, and 11.5% admitted that the application can make the process easier when practicing in a restaurant.

Easy to use is one of the advantages of the Waiterio application, as evidenced by 53.8% of students who acknowledged it. However, the Waiterio application was also not spared from shortcomings, namely 15.4% of students believed that the application still tends to be slow when operating. Even though it had complete features, the Waiterio application often had error issues like User Interface that freezes or cannot be used. Then 11.5% of

students were of the view that some features were still incomprehensible. This was because the number of meetings was still insufficient, therefore, students still felt confused about the features available in the Waiterio application. Finally, 3.8% of students found that the Waiterio application did not have a Reservation feature.

Waiterio application was challenging if the internet connection was unstable, since all of the data were stored in the cloud server. As many as 34.6% of students also admitted this. Furthermore, as many as 69.2% of students agreed that the use of the Waiterio application during the practice of service sequence influenced their English mastery. In addition to practicing English skills, the Waiterio application, according to students, can provide its own added value. 46.2% students admitted that the leveraging of the application can also add insight into the application Point of Sales (POS) and service techniques using applications. Finally, 100% of students stated that the Waiterio application was very compatible to be leveraged to other students in the hospitality field, especially those majoring in Food and Beverage Service. This was because according to them the Waiterio application was easy to use and available in various platform.

DISCUSSION

Applications play a significant role in the functional and social aspects of user life, as they are employed to achieve goals, complete tasks, and interact with others (Jain & Viswanathan, 2015). The process of picking orders and services became faster and more accurate. These findings are consistent with Antoni (2024) which analyzed the efficiency and accuracy of food self-service applications based on the Android platform. The research showed that the developed application had succeeded in improving the ordering and transaction process by shortening time and improving accuracy, while reducing the potential for human error. When compared to other systems, the Waiterio application demonstrably facilitated the management of restaurant operations for its users.

While the curriculum incorporated the VHP application, as outlined in the rationale, its actual implementation revealed a significant gap, with a substantial portion of users failing to engage with the application for practical purposes. This disparity stemmed from the VHP application's limited accessibility, requiring specific computers with pre-configured accounts. In contrast, the Waiterio application exhibited greater deployment efficiency due to its compatibility with a wider range of devices, including Android, iOS, and Windows operating systems. Consequently, the Waiterio application achieved greater familiarity among students. Prior research concerning the utilization of the Waiterio application was absent. However, the current findings suggest that the Waiterio application exhibited a high degree of user-friendliness, attributable to its intuitive and uncomplicated interface. Moreover, the application can be found on various operating systems on gadgets or computers, so it can be accessed easily. The efficacy of the Waiterio application training program is enhanced by the instructor's consistent and active feedback provision, which fosters a dynamic learning environment. This ongoing interaction, as posited by Harmer (2015), significantly contributes to students' comprehension and acclimation to the application's functionalities.

The Waiterio application, while beneficial, exhibited several drawbacks. Its reliance on a stable internet connection led to performance issues in areas with unstable connectivity. Furthermore, its requirement for a specific operating system version (e.g., Android 11) resulted in slower performance when installed on older versions. Notably, the absence of a reservation feature, a crucial aspect of restaurant management, further limited the application's functionality as mentioned in Wirya et al. (2023) research. While the Waiterio application lacks a dedicated reservation feature, a workaround exists. Users can utilize the "Table" option and select "Shop" (identified by a bag logo) to create a reservation. This allows the user to input the name, contact number, date, and time of the reservation. Upon the arrival of the guest, the order status can be updated, and the menu items can be added back to the service sequence, effectively simulating a reservation process.

The Waiterio application's reliance on a cloud-based architecture, as outlined by Hung et al. (2012), necessitates online access and results in latency depending on internet infrastructure. Furthermore, the limited implementation period (3 meetings) hindered students from fully familiarizing themselves with the application's functionality. While some students perceived minimal challenges due to the application's user-friendly interface, the initial learning curve and internet dependency remain key considerations.

The Waiterio application provides a platform for students to develop their English skills in a practical context. The application's English-language interface fostered the practice of oral communication (speaking and listening) during guest interactions and reading and writing skills through menu navigation and order customization. This approach aligns with Kozma et al. (1991) assertion that educators can facilitate learning by bridging the gap between learners' experiences and understanding. The application's dual function, serving both as a productivity tool and as educational resource, aligns with Phongtraychack & Dolgaya (2018) definition of such platforms. Mastery of English is crucial for business professionals in today's globalized marketplace (Permadi et al., 2024), and this application effectively integrates language skills with technological literacy.

POS applications are now often found in several restaurants because they can make high efficiency in terms of physicality, time, and paper usage. In addition, sales data reports can be seen directly or in real-time. So that revenue or earnings on a daily, weekly, or monthly basis can be monitored continuously. However, The Waiterio application exhibits significant advantages over the POS applications explored in previous research by Atmaja & Wibisono (2020) and Asfaroni & Amalia (2023). Notable features include the ability to create custom layouts of restaurant spaces and tables, dynamic menu management, automated website creation for brand identity, automated sales reporting, and compatibility across various operating systems (Android, iOS, Windows, and MacOS). These functionalities have led to a strong desire among students for the application's wider implementation in other educational institutions due to its user-friendliness and comprehensive capabilities.

CONCLUSION

This research endeavors to investigate the rationale, implementation, and implications of utilizing the Waiterio application as a medium for English for Restaurant within a hospitality curriculum. The study revealed that the Waiterio application's ease of use, compared to similar applications, constitutes a key factor in its adoption. Furthermore, its cross-platform compatibility, encompassing Android, iOS, Windows, and browser-based access, enhances its flexibility and accessibility for students. The application's free account creation option, with a daily order limit of one hundred, further reinforces its appeal as a cost-effective and accessible learning tool. The leveraging of Waiterio in the classroom demonstrated its usefulness in facilitating English for Restaurant, particularly in service sequence materials. Students readily embraced the application's user-friendliness, finding it suitable for simulating real-world restaurant scenarios. However, the study identified limitations, notably the requirement for a stable internet connection and the absence of a reservation feature. Despite these limitations, the Waiterio application emerged as a valuable learning tool, demonstrating significant ease of use compared to similar applications. Students expressed a strong preference for its integration into the hospitality curriculum, particularly within the Food and Beverage Service department.

The Waiterio application, while offering a comprehensive suite of features, does not encompass the full range of functionalities found in more sophisticated POS applications. Nonetheless, its user-friendly nature makes it a highly recommended tool for introducing students to the principles of POS systems before transitioning to more complex applications. This research serves as a valuable resource for future researchers investigating the potential of POS applications in hospitality education. By comparing Waiterio's performance with other comparable applications, researchers can gain a comprehensive understanding of its strengths and limitations, contributing to the ongoing exploration of technology-enhanced learning within the hospitality sector

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