

# BASIC ENGLISH AND ASL FOR INDONESIAN RESTAURANT STAFF WHO ARE DEAF AND HARD OF HEARING

Maftah Alif Falah<sup>1</sup>, Putu Wiraningsih<sup>2</sup>, Ni Luh Putu Sri Adnyani<sup>3</sup>, Gede Susila  
Darma Putra<sup>4</sup>, Anak Agung Sri Barustyawati<sup>5</sup>

Universitas Pendidikan Ganesha, Indonesia; STAHN Mpu Kuturan Singaraja,  
Indonesia.

email address(es): [maftah@student.undiksha.ac.id](mailto:maftah@student.undiksha.ac.id); [wiraningsih@gmail.com](mailto:wiraningsih@gmail.com);  
[sri.adnyani@undiksha.ac.id](mailto:sri.adnyani@undiksha.ac.id); [susila.darma@student.undiksha.ac.id](mailto:susila.darma@student.undiksha.ac.id);  
[sri.barustyawati@undiksha.ac.id](mailto:sri.barustyawati@undiksha.ac.id).

**Abstract:** Around the world, particularly in Indonesia, the tourist sector is expanding. International tourists visit Bali among other tourist spots. Many people wanting to seek jobs in the hospitality industry are also growing including job seekers with disabilities. In the Lovina area, for example, there is a restaurant where the staff employed are deaf and hard of hearing (D/HH). The D/HH staff working in the restaurant only communicate with local sign language. Thus, the staff are encouraged to know some basic English and international signs. This study aims to design flyers that consist of basic English combined with American Sign Language (ASL) for restaurants. The setting of the study is one restaurant in Lovina which employs D/HH workers. The participants of the study are the D/HH staff. The approach used in this study is research and development using the ADDIE model, yet what is discussed in this paper focuses on the analysis and the design steps. The flyers designed contain basic English, its equivalents in ASL, and a translation into Indonesian language. The flyers designed are expected to give some knowledge to the D/HH staff about basic English and ASL for restaurants. This study implies for improvement of restaurant workers' skills in communicating in English and ASL as one of the international signs used worldwide.

**Keywords:** basic English; ASL; restaurant staff; D/HH.

## 1. INTRODUCTION

Indonesia is a popular destination for tourists from Europe, Australia, and various other Asian countries (Adrian, Kawitriresen, & Renaningtyas, 2023). Bali, in particular, is a region in Indonesia that attracts numerous international visitors. The enhancement of facilities and infrastructure in transportation and communication has made traveling from one country to another accessible for everyone (Khalis et al., 2020; Sudirman & Hamzah, 2021). Technological and information, including online booking platforms, tour guide apps, and social media, facilitate trip planning to numerous international destinations. These tools also assist travelers in locating information on accommodations, transportation, and tourist attractions. These advancements are also experienced by tourists with disabilities, including those who are Deaf or Hard of Hearing (DHH). They are increasingly gaining better access to destinations. It has led Bali to give special attention to tourists with disabilities, starting from the accessibility facilities of special service at the airport (Purnama, 2023), an accessible and inclusive tourism destination (Dewi & Aprinica, 2024; Fajar et al., 2021), and hospitality services to disabled guests (Indra et al., 2023).

One of the restaurants in Lovina, Bali, sets a real example of inclusion by employing individuals with DHH disabilities as chefs and waiters. It demonstrates a commitment to diversity and inclusion in the workforce.

Furthermore, the Regional Regulation of Bali Province Number 9 of 2015 concerning the Protection and Fulfillment of the Rights of Persons with Disabilities ensures that individuals with disabilities have the right to access employment opportunities (Pemerintah Provinsi Bali, 2015). This regulation aims to promote inclusivity and equal opportunities in the workforce, fostering a more diverse and supportive environment for all individuals regardless of their disabilities. However, the results of preliminary observation indicate that the staff communicate using local sign languages such as SIBI (Sistem Isyarat Bahasa Indonesia) and BISINDO (Bahasa Isyarat Indonesia). While effective for internal communication, these may be insufficient for communicating with international tourists. Proficiency in international sign languages like ASL (American Sign Language) is not yet mastered by the staff, which poses a challenge in communicating with foreign tourists who use ASL. ASL sign language system serves as a lingua franca internationally, used on various occasions by deaf individuals, such as at international meetings and sports events (Kusters, 2021).

The attempt to improve the life quality for disable in Bali was shown by conducting trainings (Arimbawa, 2021; Arsa, 2019; Hartawan et al., 2022; Maulidia, Laksmiwati & Kaler, 2023; Parwati et al., 2023) and developing learning materials (Adnyani, Wisudariani, Pradnyana, Pradnyana & Suwastini, 2021; Adnyani, Wisudariani, Pradnyana, 2021; Adnyani, Wisudariani, Pradnyana, Wiraningsih, Kriswinardi, 2022; Dewi, 2022; Pradnyanita & Hanindharputri, 2020). However, only a few studies concentrate on disabled hotel and restaurant staff (Murni, Ruki & Antara, 2023; Parwati et al., 2023; Widyatmaja, 2022). Moreover, their primary concentration is on visually impaired and physical disabilities such as spa training for visually impaired staff, cleaning service, cooking, and CCTV operators (Parwati et al., 2023; Waruwu & Adhi, 2019). This gap highlights the need for additional resources to enhance communication accessibility between DHH international visitors and restaurant staff.

It is important to develop media or learning tools that can assist restaurant staff in learning ASL. This will enhance their communication abilities with international tourists, expand inclusive services, and improve service quality. One of the tools is a flyer. Using flyers to learn English may offer organized, clear, and easily readable information. Flyers often provide important words, phrases, or grammatical rules in an eye-catching style that promotes comprehension and retention (Fitria, 2022). They are useful study tools that learners may use again and again to strengthen their language skills. Furthermore, flyers frequently have useful pictures or examples that assist learners in applying what they have learned in authentic settings, such as conversations or particular situations like placing an order at a restaurant (Joraboyev, 2021). With their visual aids, concise explanations, and useful application, flyers are a quick and efficient way to improve English language proficiency (Febrianti, 2022; Wahid, 2014).

Therefore, the objective of this study is to design a flyer introducing basic vocabulary related to restaurants in English and ASL. This study bridges communication gaps and facilitates a more inclusive and welcoming environment for DHH international visitors in restaurant settings. By providing accessible information through visual and sign language cues, the flyer seeks to empower staff with the skills needed to offer effective assistance and ensure a positive dining experience for all guests.

## 2. METHOD

### *Design of the Study*

This study applies the research and development approach using the ADDIE framework which follows five steps, namely Analyze, Design, Develop, Implement, and Evaluate. This work exclusively focuses on the analysis and design stages. The illustration of research activities and the output of each activity can be seen in Figure 1.

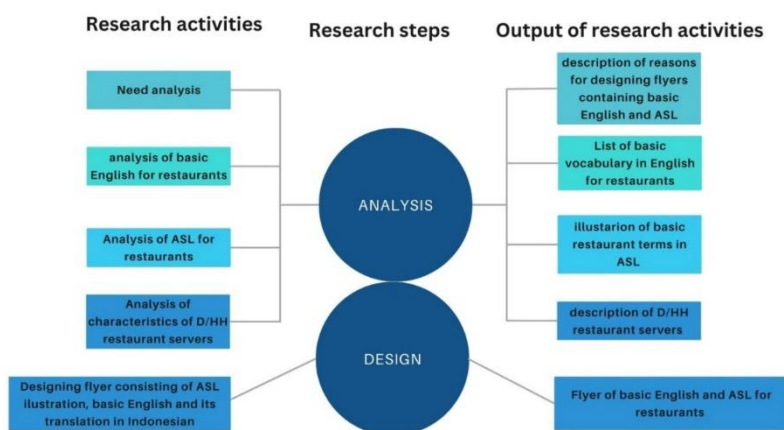


Figure 1. The illustration of research steps, activities, and output of research activities

### Setting and Participant of the Study

The present study takes place in a restaurant located in the Lovina area, which is a well-liked tourist spot in the northern region of Bali. The restaurant employs several staff members who are deaf or hard of hearing, and they work in positions such as cooks and waitresses/waiters. The participants of the study are three waiters and four waitresses. They have worked in the restaurant from six months to five years. The staff are all in their twenties and graduated from the special needs school in Buleleng Regency.

### Data Collection Method

The data type, source of data, and the instruments used can be seen in Table 1.

**Table 1.** Data, source of data, and instruments

No	Data type and Object of research	Source of data	Instruments
1	The need for developing flyers in basic English and ASL for D/HH restaurant staff	a. Various sources related to food and beverage service b. Restaurant staff	a. Checklist b. Field note c. Guided interview
2	List of basic English and ASL for restaurants	a. Various sources related to food and beverage service	b. Checklist
3	Illustration of ASL and objects related to restaurant terms	a. Basic ASL signer b. <a href="https://www.canva.com/">https://www.canva.com/</a>	a. Video recorder

### Data analysis

The data was analyzed descriptively. To check whether the ASL illustration is appropriate, the researcher checked through one of the ASL websites called HANDSPEAK which can be downloaded through <https://www.handspeak.com/>.

## 3. RESULT AND DISCUSSION

The result of the need analysis found that the restaurant's staff do not have prior knowledge of ASL. The need for additional self-development materials on basic English and ASL was highly required considering that the majority of the customers are foreigners. Since restaurant waiters and waitresses are hearing impaired, they gain information through visuals. It shows the characteristics of DHH people as visual learners who rely on visual aids such as pictures, images, and videos (Chen, 2014; Pariyatin & Ashari, 2014). They therefore need visual cues that convey the content (Hopkins & Moore, 2010; Malatista & Sedyono, 2010).

Thus, a flyer, containing basic English vocabulary for restaurants accompanied by their illustrations, was developed using Canva. There are in total 35 vocabularies categorized into five themes that were developed into some flyers. The list of the vocabularies can be seen in Table 2.

**Table 2.** List of vocabularies developed in English-ASL flyers

Dining terms	Foods	Drinks	Dessert & fruits	Basic verbs
bill	candy	beer	banana	excuse me
breakfast	cheese	chocolate	cookie	please
cup	crab	coffee	ice cream	thank you
dessert	food	drink	pancake	to help
dinner	french fries	milk	pineapple	to order
lunch	hamburger	tea	vanilla	to pay
menu	pasta			
server	pizza			
sour	salad			
spicy	soup			

Table 2 shows basic English vocabulary that is usually used by waiters and waitresses in restaurants. Some basic verbs such as 'please', 'excuse me', and 'to order' are used in taking order. The flyers also introduced English and ASL for foods such as 'pizza', 'salad', 'pasta' and 'hamburger'. Besides, the flyer also introduces words related to drinks and desserts such as 'milk', 'coffee', 'tea', 'ice cream', and 'pancake'.

Besides vocabulary, the flyers also include visual presentations and their translation into the Indonesian language which can be seen in Figure 2.



Figure 2. Examples of the design of the flyer

Figure 2 presents the design of the flyer. It includes written form and sign in ASL, the English words, and its meaning in Indonesian. Each flyer designed is filled with illustrations, pictures of the objects, and translations in Indonesian. The flyer also featured Indonesian translations for each word. The use of Indonesian as a reference for deaf workers in restaurants helps them understand the meaning of words in English and illustrations in ASL. The translation of each word in the flyer into Indonesian is essential especially when introducing adjectives and verbs. Adjectives and verbs are more abstract than nouns, which can be presented with actual things, and hence require equivalency in Indonesian that deaf Indonesians understand.

Furthermore, in the flyer, it is important to demonstrate how to sign in one of the worldwide sign languages so that when a deaf customer comes in, the restaurant staff can interact with the guest using the sign language supplied on the flyer. In addition, the developed flyer serves not only as a valuable resource for deaf customers and restaurant staff but also as a means for hearing customers to engage with the D/HH staff. This flyer will provide

an opportunity for speaking consumers to interact with deaf workers. It also demonstrates that there is an appreciation for people with disabilities, as customers express a desire to communicate with them. Finally, connecting with deaf people is possible as long as there is a medium that bridges the gap between speakers and deaf people. This research can help bridge communication gaps between Deaf/hard-of-hearing persons and the hearing community.

#### 4. CONCLUSION

This study developed a flyer for D/HH restaurant staff that includes basic English restaurant words, ASL signs, and their equivalents in Indonesian. The leaflet was created to address the requirement for D/HH restaurant personnel to know some basic restaurant words in both English and ASL as one of the international signs so that they can interact with D/HH international customers while also allowing hearing guests to communicate with the D/HH staff. This flyer is expected to be one of the resources available to D/HH restaurant employees for their own professional development and to help them articulate restaurant-related vocabulary in foreign languages.

#### 5. ACKNOWLEDGMENT

We express our gratitude to the reviewers for their insightful feedback, which has greatly contributed to enhancing the quality of this study.

#### 6. REFERENCES

- Adnyani, N. L. P. S., Wisudariani, N. M. R., Pradnyana, G. A. Kamus trilingual SIBI, ASL dan Kata Kolok. Surabaya: Penerbit JDS. 2021.
- Adnyani, N. L. P. S., Wisudariani, N. M. R., Pradnyana, G. A., Pradnyana, I. M. A., & Suwastini, N. K. A. (2021). Multimedia English learning materials for deaf or hard of hearing (DHH) children. *Journal of Education Technology*, 5(4), 571-578.
- Adnyani, N. L. P. S., Wisudariani, N. M. R., Pradnyana, G. A., Wiraningsih, P., Kriswinardi, G.T. Developing sign language android mobile application 'letsign' for deaf and hard of hearing children. In: The 13th AISOFOL [Internet]. 2022. Available from: <http://aisofoll.qiteplanguage.org/13thproceeding/>
- Adrian, M., Kawitriresen, T. and Renaningtyas, M. (2023). Penggunaan sistem e-visa dalam peningkatan ekonomi berbasis pariwisata: analisis kunjungan turis mancanegara di Bali. *Journal of Economic, Business & Accounting Research* 1(1), 22-39. <https://doi.org/10.61511/jembar.v1i1.2023.112>
- Arimbawa, I. M. G., Mahadi, M., & Dana, I. N. (2021). pelatihan peningkatan kompetensi komputer desain bagi disabilitas di Yayasan Bunga Bali. *JPPM (Jurnal Pengabdian dan Pemberdayaan Masyarakat)*, 5(2), 183-194.
- Arsa, I. K. S., Karyasa, I. W., & Widiastini, N. M. A. (2019). Pendampingan usaha dupa bagi kelompok masyarakat disabilitas di desa Bengkala, Buleleng, Bali. *Jurnal Kewirausahaan dan Bisnis*, 24(14), 80-87.
- Chen, Y. T. (2014). A study to explore the effects of self-regulated learning environment for hearing-impaired student. *Journal of Computer Assisted Learning*, 30(2). <https://doi.org/10.1111/jcal.12023>.
- Dewi, I. G. A. M., & Aprinica, N. P. I. (2024). Pariwisata inklusi: Potensi pasar Kreneng Denpasar sebagai destinasi wisata yang aksesibel dan inklusif. *Journal of Hospitality Accommodation Management (JHAM)*, 3(1), 34-42.
- Dewi, V. S. (2022). Eksplorasi budaya Bali dalam pengembangan bahan ajar IPA ramah tuna rungu wicara di sekolah inklusi. *Mimbar Pendidikan Indonesia*, 3(1).
- Fajar, N. M. A. P., Diasa, I. W., & Adiandari, A. M. (2021). Pengembangan desa wisata Taro berbasis digital marketing sosial media. *Penamas: Journal of Community Service*, 1(2), 116-124.
- Febrianti, S. (2022). *The effect of using digital poster flyer maker toward students' writing ability of recount text at tenth grade of SMK Negeri 4 Pekanbaru* (Doctoral dissertation, Universitas Islam Riau).
- Fitria, T. N. (2022). Using Canva as media for English Language Teaching (ELT) in developing creativity for Informatics students'. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 7(1), 58-68.
- Hartawan, I. N. B., Desnanjaya, I. G. M. N., Putra, P. S. U., Putri, N. W. S., & Mariani, W. E. (2022). Pelatihan pengembangan bisnis berbasis teknologi bagi penyandang disabilitas. *Community: Jurnal Pengabdian Pada Masyarakat*, 2(2), 63-73.
- Hopkins, K., & Moore, B. C. (2010). The importance of temporal fine structure information in speech at different spectral regions for normal-hearing and hearing-impaired subjects. *The Journal of the Acoustical Society of America*, 127(3). <https://doi.org/10.1121/1.3293003>.
- Indra, F., Liu, H. A., Liu, J. P., & Santosa, G. N. R. (2023). Etika profesi dalam pelayanan terhadap tamu hotel penyandang disabilitas. *Jurnal Inovasi Penelitian*, 4(2), 357-364.

- Joraboyev, B. B. O. (2021). Using authentic materials on english lessons. *Academic research in educational sciences*, 2(2), 1018-1025.
- Khalis, Y. K., Setiyanto, B., & Lukitasari, D. (2020). Faktor tindak pidana overstay WNA pada kantor imigrasi kelas I TPI surakarta. *recidive*, 9(3), 180-186. <https://doi.org/10.20961/recidive.v9i3.47407>
- Kusters, A. 2021. International Sign and American Sign Language as different types of global deaf lingua francas. *Sign Language Studies*, 21(4), 391-426.
- Malatista, B. R., & Sedyono, E. (2010). Model pembelajaran matematika untuk siswa kelas IV SDLB penyandang tunarungu dan wicara dengan metode komtal berbantuan komputer. 7(1), 219382. *Jurnal Teknik Informatika Dan Sistem Informasi*, 7(1). <https://doi.org/10.6007/IJARPED/v7-i4/4849>
- Maulidia, K., Laksmiwati, I. A. A., & Kaler, I. K. (2023). Peningkatan kemandirian wanita penyayang disabilitas melalui program HWDI di provinsi Bali: studi kasus kota Denpasar. *Dharmasmrti: Jurnal Ilmu Agama dan Kebudayaan*, 23(2), 98-104.
- Murni, N. G. N. S., Ruki, M., & Antara, D. M. S. (2023). Developing an implementation model for gender equality and disability inclusivity at Marriott Group Hotels in Bali to foster sustainable tourism. *International Journal of Social Science Research and Review*, 6(10), 169-178.
- Pariyatin, Y., & Ashari, Y. Z. (2014). Perancangan media pembelajaran interaktif mata pelajaran PKN untuk penyandang tunarungu berbasis multimedia (Studi Kasus di Kelas VII SMPLB Negeri Garut Kota). *Jurnal Algoritma*, 11(1). <https://doi.org/10.33364/algoritma/v.11-1.1>
- Parwati, K. S. M., Putra, D. P. K. E., Semadi, G. N. Y., Amir, F. L., & Putra, P. M. (2023). Pelatihan spa therapis hospitalitas bagi difabel netra di kota Denpasar. *Jurnal Pengabdian Mandiri*, 2(10), 2083-2088.
- Pemerintah Provinsi Bali. (2015). Peraturan Daerah Provinsi Bali Nomor 9 Tahun 2015
- Pradnyanita, A. S. I., & Hanindharputri, M. A. (2020). Perancangan video tutorial interpreter untuk mahasiswa berkebutuhan khusus (Tuna Rungu) di Sekolah Tinggi Desain Bali. *Jurnal Strategi Desain dan Inovasi Sosial*, 1(2), 147-156.
- Purnama, Y. (2023). Analisis kinerja dan fasilitas aksesibilitas unit pelayanan khusus bagi penyandang disabilitas di bandar udara internasional I Gusti Ngurah Rai Bali. *Student Research Journal*, 1(4), 276-289.
- Wahid, W. (2014). Media flyer lab IPA untuk meningkatkan prestasi belajar siswa. *Jurnal Pendidikan Sains*, 2(1).
- Waruwu, D., & Adhi, N. K. J. (2019). Pemberdayaan penyandang disabilitas pada objek wisata Kuta Bali. *Jurnal Civics: Media Kajian Kewarganegaraan*, 16(1), 51-58.
- Widyatmaja, G. N. (2022). study of attitudes of Human Resources Department (HRD) managers on workers with disabilities in star hotels in The Nusa Dua, Bali. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 19(3), 590-602.