

THE EVALUATION OF ENGLISH SPEAKING SKILL OF SERVERS AT LAKEVIEW RESTAURANT KINTAMANI, BALI IN SERVING FOOD AND BEVERAGE ORDERS

by Francisca Titing

Submission date: 17-Dec-2021 02:52AM (UTC-0500)

Submission ID: 1732650708

File name: The_of_evaluation_of_English_Speaking_Skill.pdf (234.59K)

Word count: 4100

Character count: 22070

5
**THE EVALUATION OF ENGLISH SPEAKING SKILL OF SERVERS
AT LAKEVIEW RESTAURANT KINTAMANI, BALI
IN SERVING FOOD AND BEVERAGE ORDERS**

Francisca Titing Koerniawa, I Nyoman Sudiarta,
Made Krisna Adi Chandra, and I Putu David Adi Saputra.
Sekolah Tinggi Pariwisata Bali Internasional
Surel : koe.titing@gmail.com

ABSTRACT

5
The aim of this study was to evaluate the English speaking skill of servers at Lakeview Restaurant-Kintamani, Bali in serving food and beverage orders, and focused on serving “A’la carte menu” orders. The problems of speaking in English often faced by servers are less confident talking to guests when handling them during breakfast, lunch or dinner. This case may be resulted by thinking of the grammatical correctness and the social functions of the sentence that we say should be done spontaneously.

The results of this study would give the contribution to servers in order to improve the English speaking skills in serving food and beverage orders. Secondly, for the restaurant management in considering the policy of self-development of the servers to improve English speaking ability so that can consider the promotion policy for the servers who have speaking English skill well, and the last, the English lecturers at tourism colleges in developing approaches, methods and techniques of teaching English for communication and English for Specific Purpose (ESP).

This study used a qualitative descriptive method to describe English speaking skill of 20 servers by evaluating language aspects in speaking such as the pronunciation, grammar, vocabulary, fluency, and comprehension in serving food and beverage orders of “A’la carte menu”.

Evidently, all the respondents do not have poor of English speaking skills. 75% respondents has good category, 35% respondents has excellent category, and 10% has average category of English speaking skills. Based on the research, it was known that the characteristics of the sample can be fulfilled as required in the methodology of this study.

Keywords: Evaluation, English speaking skill, servers, “A’la carte menu” service

I. INTRODUCTION

English is a very important communication mean not only in the life of education and knowledge, but also non-education sector as the field of hospitality and tourism businesses like hotels, restaurants, travel and other tourism business. Speaking skills would be difficult to develop if not trained continuously as with colleagues and local superiors who are able to speak English well or native speaker superior, and expatriate clients.

The objective is to facilitate English speaking skills, to enrich vocabulary usage, to improve the structure, to enhance utterances of vocabulary and sentences in English, and to train hearing so easily to grasp the message from the interlocutor (Simah, 2015).

5
The aim of this study was to evaluate the English speaking skill of servers at Lakeview Restaurant-Kintamani, Bali in serving food and beverage orders, and focused on serving “A’la carte menu” orders. The problems of speaking in

English often faced by servers are less confident talking to guests when handling them during breakfast, lunch or dinner. This case may be resulted by thinking of the grammatical correctness and the social functions of the sentence that we say should be done spontaneously.

II. THEORETICAL REVIEW

A. Empirical Review

Topics related to conversational skills is not a new thing, therefore, there are few studies conducted evaluate the skills of the English language. In connection with the statement, to distinguish this study, there are several similar studies that need to be considered in advance, as follows:

Symbolon (2014) carried out a study entitled "The Effect of Learning Approaches and Verbal Skills towards English Speaking skills of Students in SMAN 4 and 21 Medan. This study aims to determine the effect of learning approaches and verbal skills to the skills of speaking English in high school. Sudirman (2014) carried out a study entitled "The Improvement of English Speaking Skill in Course 'Speaking 3' through Engineering Task

Information Gap of Student in Third Semester ABA Dian Cipta Cendikia Bandar Lampung". From the two studies above, it was found that English skills are limited only to the student or students who use it. In contrast to study that is being raised in the study were the object of research is a server in Lake View Restaurant-Kintamani. The study method is descriptive qualitative method. This method can facilitate researchers express and describe the results of his research. Hence the researchers interested in raising study related to the evaluation skills of English speaking servers in the restaurant English speaking skills to identify themselves.

Mueller, 2015 argued that the measuring instrument used to evaluate the ability to speak is the oral assessment rubric. The aim is to assess dimension and gradation levels. Dimension referred to this study the aspects of language that includes the pronunciation, grammar, vocabulary, fluency, and comprehension. While the level gradation is score gradation assessment from the lowest to the highest can be descriptive or quantitative like the following table.

Table 2.1
Five Dimensions Four Level Gradation
Oral Assessment Rubric

Demension/ criterion	Needs Improvement 0-59	Satisfactory 60-69	Good 70-89	Excellent 90-100
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.
Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication	Pronunciation was very clear and easy to understand.

Demension/ citerion	Needs Improvement 0-59	Satisfactory 60-69	Good 70-89	Excellent 90-100
Vocabulary	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Comprehension	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is effortless and smooth with speed that comes close to that of a native speaker.

B.12 Practical Review

1. Definition of Speaking Skills

Speaking skill is one of language skills as the ability to pronounce sounds articulation or words to express, represent and express their opinions or thoughts and feelings to a person or group verbally, either face to face or by distance (Izquierdo, 1993).

Based on the definition speaking skill is a someone skill to produce good speech. A speaker is required to follow the rules of speech, i.e. mastering the components involved in the speaking activities such mastery that includes aspects of language pronunciation, grammar, vocabulary, fluency, comprehension.

2. Definition of waiter

'Waiter' or 'servers' also called as 'restaurant servers' that has the task of serving food and beverages to guests with different skills

according to the type of restaurant where they worked. (Educational Institute of the American Hotel & Lodging Association, 2005).

3. Serving Food and beverage A'la Carte Menu Orders

a) Definition of Service

Services are activities fulfilling the needs and desires of customers. Service is what server provide to meet customer expectations when they come to eat (The service is the act of filling the needs, wants, and desires of the guest. Service is what servers provide to meet the expectation of the guests when they come to dinner), Brown and Hepner (2000).

b) The Sequence of service of American style of A'la Carte Menu and English Expressions

Generally, sequence of service is initiated from doing mise en place first, and then

the restaurant is ready to open. The server will undergo sequence of service starting from the guests entering the restaurant to leaving the restaurant (Sihite, 2000). Here are the sequence of service and English expressions which are used by the servers at the time of serving the guest's orders according to Talalla, 2008.

c) Greeting and Welcoming guest

English expressions used when greet and welcome the arrival of guests are as follows:

i. At 5 am-12.00 noon:

- 'Good morning miss. Margareth, welcome to!'
- 'Good morning Mrs. Margaret welcome to.....'
- 'Good morning Sir, welcome to

ii. After 12.00 noon-18.00 pm:

- Good afternoon, welcome to

iii. After hours 18.00-24.00:

- 'Good evening, welcome to

iv. When it is familiar with the guests can be added the expressions as follows:

- 'How are you

When the guest requests to prepare the table, the waiter should confirm whether they have already booked a table or not, with an expression as follows:

- 'Did you make a reservation, madam / sir / miss
- 'Have you made a reservation, madam / sir / miss

d) Escorting guest to the their table

The expression should be used are:

- 'Could / would you follow me please?
- 'Could I escort you to your table, madam / sir / miss

e) Seating guest

When the seat position has already occupied, the server is ready to express as follows:

- 'Here's your table sir / madam / miss, have a seat please!'
- 'This is your table, sir / madam / miss, sit down please?'

If the guest has not booked a table so the server could offer a table, with the expressions as follows:

- 'Here's your table'
- 'Would you like a table near madam / sir / miss
- 'Would you like to have a non-smoking table?'

f) Unfolding Napkin

When put a napkin on the lap, the server expresses as follows:

- 'Excuse me, this is your napkin madam / sir / miss
- 'Your napkin, please excuse my reach'

g) Pouring ice water

One of the expressions are used as follows:

- Excuse me, may I pour ice water madam / sir / miss

h) Presenting the Menu.

The expressions can be used include:

- 'Here is the menu, madam / sir / miss
- 'Here is the wine list, madam / sir / miss
- 'Would you like to see the menu, madam / sir / miss

i) Taking the Guest Order

The following are the expressions used in taking order:

- 'Would you like to order now, madam/sir/miss.....?'
- 'May I take your order now, madam/sir/miss.....?'
- 'What would you like to start with?'

After taking order, the server has to repeat the order as follows:

- 'May I repeat your order, madam / sir / miss so that

To ensure again if the guest still want to order other food then the server could use the expressions as follows:

- 'Anything else madam / sir / miss so that
- 'What else'.

When the server would like to recommend food or drinks can be used expressions as follows:

- 'I recommend, madam/sir/miss.....?'
- 'Today's special is very good!'
- 'Our.....is delicious!'
- 'It's one of our specialties'

The next guest services will be clockwise direction. Server move to the next guest by using the expressions as follows:

- 'What about you, madam/sir/miss.....?'
- 'And you, madam/sir/miss.....?'

The next is to ask and write the guest's name and the room number in the column that has been provided, if the guest staying at the hotel. The expressions are used as follows:

- 'May I have your name and your number, please?'
- j) Describing the menu and Food or Drink
The expressions are used as follows:
- a. Explaining the menu
 - 'It's.....'
 - 'Our today's special are..... and.....'
 - 'Our soup of the day is.....'.
 - b. Explaining the food or drink
 - 'It's garnished/topped/served/flamed/filled/cooked/prepared with.....'
 - 'It consists of.....'
 - 'It's typically.....'
 - 'The sauce can be cheesy (savoury, creamy, spicy or delicate)
 - 'It's a type of thick.....soup'
 - k) Distributing captain's orders to the kitchen or bar or cashier.

After all the orders have been recorded then the next guest was handed the captain's orders to the kitchen or bar or cashier. Before leaving the table server thanks and promises to bring a guest orders with the following expression:

- 'Thanks for your orders madam/sir/miss....., I'll be back with your order.'

- 'Thanks for your orders madam/sir/miss....., I'll be back again.'

- l) Adjusting guest eating utensils or cutleries in accordance to the orders.

Cutleries were taken with a round tray and then set up on a table in accordance to the guest's order. After clearing the main course, the server will offer dessert. Next will be crumbing down and adjusting eating utensils.

- m) Serving food and clearing up dirty dishes

After all the orders served on the table, the server invites guest to enjoy a meal. If it has been a long wait when serving food order then the servers has to apologize to guest with the following expressions:

- 'I'm sorry to keep you waiting, Mr. and Mrs.....'
- 'Please enjoy your meal.....'. (e.g. Russian salad)

If all the guests around the table had finished enjoying their orders, the server asked permission to clear up by using the expression as follows:

- 'Have you finished with your, madam, sir, miss.....?'
- 'Could I clear up, madam, sir, miss.....?'

- n) Providing payment information

Handling payment is usually made by a cashier, but sometime the guest ask for help to the server. The following are the expressions:

- 'Would you come to cashier, madam/sir/miss.....?'
- 'Here is your bill, madam, sir/miss!'

Asking the guest to sign on receipt by using the expressions below:

- 'Would you sign the bill please, madam, sir/miss?'
- 'May, I have your signature, madam, sir/miss?'

If guests settle the payment by a credit card, the server should ask the guest to sign on a slip form with the expressions below:

- 'Would sign on it / at the back, madam, sir / miss?'

o) Farewelling

When guest has finished eating and will leave the restaurant server will farewell to guest. The expressions can be used include:

- 'Have a nice day
- 'Thank you for visiting our restaurant.'
- 'Have a nice day, thank you.'

III. RESEARCH METHOD

This study was conducted at Lakeview Restaurant-Kintamani, Bali because of it has strategic location with a beautiful lake Batur caldera, the visitors are mostly Europe and Australia (80%) and 20% Asian who go on tour to Kintamani. It is interesting that the restaurant managed by the English native manager.

This study used qualitative descriptive method to describe the 20 servers English speaking skill by evaluating their pronunciation,

grammar, vocabulary, fluency, and comprehension.

Data collected through the survey observations, interviews with all respondents through the instruments developed in the form of a questionnaire about their knowledge and attitudes of English such as perception, affective, and cognitive.

This analysis used to get an idea of the perception of respondents on items statements and questions for each variable in the study submitted through the questionnaire. Therefore, it will gain the result in the form of interpretation of the index value are divided into 5 dimensions four levels gradation rubric, which was adopted from the oral assessment rubric (Mueller, 2015) is five dimensions four level gradation oral assessment in serving food and beverage orders, as follows:

Demension/ criterion	poor 0-59	average 60-69	good 70-89	excellent 90-100
7 Greeting and Welcoming the guest				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				
7 Escorting the guest				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				
7 Offering table/seating the guest				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				
4. Laying the napkin to the guest				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				
5. Pouring ice water				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				

Demension/ criterion	poor 0-59	average 60-69	good 70-89	excellent 90-100
6. Giving the menu list				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				
7. Taking the order				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				
8. Describing food and beverage (menu)				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				
9. Serving food and clearing up the dirty dishes				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				
10. Presenting the bill and informing the payment				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				
11. Farewelling				
Pronunciation				
Grammar				
Vocabulary				
Fluency				
Comprehension				

As well as empirical facts of each indicator obtained from the respondents' answers given to the open questions questionnaire about their knowledge and attitudes of English such as perception, affect, and cognition.

IV. RESULTS AND DISCUSSION

A. Results

The following are the table of among the variables prepositions used by the researcher to evaluate all aspects of linguistic variables.

Table 1. The Preposition among variables

No.	Name	Score						Level of education	Working Period
		Vocabulary	Grammar	Pronunciation	Fluency	Comprehension	Total Score		
1	KomangAsri	78	87	81	81	81	81.6	Senior high	19 years
2	Ni WayanJunita	57	87	66	66	66	68.4	Vocational high school	3 years
3	I Made Sudarma	94	87	92	92	92	91.4	Vocational high school	1 year
4	I KetutDarmawan	73	87	77	77	77	78.2	Senior high	4 years
5	Ni PutuSuparni	47	87	59	59	59	62.2	Senior high	3 years
6	I PutuEkayana	84	87	85	85	85	85.2	Senior high	4 years
7	Ni Putu Doni Aprilicia Cahya	63	87	70	70	70	72	Vocational high school	3 years
8	Mariani	73	75	74	74	74	74	Diploma	4 years
9	Ni Nengah Sri Okoyoni	68	75	70	70	70	70.6	Senior high	4 years
10	I Wayan Suparka	63	87	70	70	70	72	Senior high	2 years
11	Ni PutuAriani	68	87	74	74	74	75.4	Vocational high school	2 years
12	Ni Wayan Budiastini	94	75	88	88	88	86.6	Junior High	4 years
13	NO NAME	78	87	81	81	81	81.6	Senior high	13 years
14	Made Eddy Mettua	73	75	74	74	74	74	Senior high	1 year
15	Ni KadekSuarmi	78	62	74	74	74	72.4	Senior high	16 years
16	Ni NengahRina	94	87	92	92	92	91.4	Senior high	1 year
17	I PutuSurawa	94	87	92	92	92	91.4	Senior high	1 year
18	Ni KetutArsini	89	87	88	88	88	88	Senior high	4 years
19	I Ketut Kariawan Darmayasa	73	100	85	85	85	85.6	Senior high	1 year
20	Ni NengahResmi	75	73	74	74	74	74	Senior high	19 years

Source: the data is processed by researcher

Based on the demographic data such as gender, age and education level known that the female respondents amounted to 60% which is more than the amount to 40% of male respondents. The age of the most respondents are the respondents of the age 21-30 years

amounted to 60%, whereas if viewed in terms of level of education, it was found that respondents with education level SMA / SMK is numbered 18 persons, or approximately 90 % of all respondents.

Evidently, all the respondents do not have poor of English speaking skills. 75% respondents has good category, 35% respondents has excellent category, and 10% has average category of English speaking skills. Based on the research, it was known that the characteristics of the sample can be fulfilled as required in the methodology of this study.

B. Discussion

The five variables of English speaking skill were evaluated based on the sequence of service of A'la carte menu from greeting to farewelling by using five dimensions four levels gradation oral assessment rubric which was purposed by Mueller (2015), it was found that 45% of 20 respondents have good category and 10% are excellent in vocabulary, 90 % have good category and 1% is excellent in grammar, for the pronunciation is known that 75% respondents has good category and 15% is excellent. 75% of respondents have good category and 15% are excellent in fluency. 75% respondents have good category and 15% is excellent in comprehension. Based on the evaluation, it could be stated that the servers at Lakeview Restaurant Kintamani, Bali already have the skills to speak English well. This can be caused by positive perception, affection and cognition behaviour of the servers to the improvement of English speaking skill and always communicate in English with native speaker manager at work, that assists to improve their confidence. In contrast to the previous studies findings that one of the first study findings was there were an interaction between the learning approaches and verbal skills of Senior High English speaking skill at Senior High School (Simbolon, 2014). While one of the second study findings was the cycle evaluation system using oral speaking skills test obtained the average score validity and reliability (Sudirman, 2014).

Based on the discussion, it is recommended that the restaurant management could give promotion to the servers, who had good working performance and English speaking skill. Providing training to update and improve their English speaking skills. It is very important that the management level to familiarize using English as a communication

language with subordinates. Providing the internet facility to update new information.

The servers are recommended to attend training to update and improve their English speaking skills in order to get job promotion opportunities. Use English for language communication with superiors and colleagues in the workplace, familiarize to look for the latest information through the internet and write daily reports and logbook in English. Take the advantages from TV or foreign media in English.

The English teacher in hospitality and tourism college should emphasize English for Specific Purposes learning more communicative without neglecting the language aspect. Motivate students to familiarize English communication with friends and teachers in classroom and at campus to increase their confidence in communication. Familiarize students listening to native speakers, through listening activities by using audio visual if there is no native speaker teacher or give the assignment to interview a native speaker at tourism areas.

REFERENCES

- Leo, Sutanto. 2004. *English for Profesional Waiters*. Jakarta: PT Gramedia Pustaka Utama.
- Cyso, D.N. 2003. *Practical English for Hotel & Restaurant Services*. Depok: PT. Kawan Pustaka.
- Talalla, Renee. 2008. *English for Restaurant Workers, second Edition*. Compass
- Tanji, Hotelier. 2014. *Professional Spoken English for Hoter & Restaurant Workers Free Preview Copy*.
- Muliana, I Wayan. 2010. *Basic English for Food & Beverage Service second edition*. Denpasar: SPB/STPBI.
- Educationan Institute of America Hotels & Lodging Association. 2005. *Managing Service in Food & Beverage Operations*. USA.
- Brown, Graham, dan Hepner, Karon, 2000. *The Waiter's Handbook*, Australia: Hospitality Press Pty. Ltd.
- Dahmer, Sandra and Kahl, Kurt. *Restaurant Service Basics*, John Willey & Sons. Inc, Canada.

- Asia Pathways. 2015. *A blog of Asian Development Bank Institute*.
- Ager, Sheila dan Olson Audrey. *The Task Free on Support for English language Competency Development at University of Waterloo: Final Report*.
- Mueller. 2015. *Authentic Assesment Toolbox*. Faculty.
- Public School of North Carolina. 2015. *Oral Languages-Step in Creating Authentic and Performance based assesment Task*.
- WA, Marsum, 1996. *Restoran dan Segala Permasalahan*. Yogyakarta: Andi.
- Soekrisno, I.N.R. Pendit. 1996. *Petunjuk Praktek Pramusaji Food & Beverage Service: Buku Panduan Sekolah Pariwisata & Perhotelan*. Jakarta: Gramedia Pustaka Utama.
- Simbolon. 2014. *Pengaruh Pendekatan Pembelajaran dan Kemampuan Verbal Terhadap Keterampilan Berbicara Bahasa Inggris Siswa SMA Negeri 4 dan 21 Medan*.
- Sudirman. 2014. *Peningkatan Keterampilan Berbicara Bahasa Inggris pada mata kuliah Speaking 3 Melalui Teknik Information Gap Task pada Mahasiswa Semester 3 ABA Dian Cipta Cendikia Bandar Lampung*.
Jurnal Pendidikan Penabur-No. 01/Th.1/Maret 2002
- Pedagogia Vol 1, No. 2, Juni 20112: 131-143.
- Varia Pendidikan vol 26, 1 Juni 2014
- Purwanto. 2007. *Instrumen Penelitian dan Pendidikan Pengembangan dan Pemanfaatan*. Yogyakarta: Pustaka Pelajar.



THE EVALUATION OF ENGLISH SPEAKING SKILL OF SERVERS AT LAKEVIEW RESTAURANT KINTAMANI, BALI IN SERVING FOOD AND BEVERAGE ORDERS

ORIGINALITY REPORT

15%

SIMILARITY INDEX

14%

INTERNET SOURCES

7%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1 fount.aucegypt.edu 4%
Internet Source

2 www.jihm.stpbipress.id 3%
Internet Source

3 jbhost.org 2%
Internet Source

4 digilib.uinsby.ac.id 1%
Internet Source

5 sinta3.ristekdikti.go.id 1%
Internet Source

6 Yi, SungPo, and Jinkyung Choi. "Exploratory Study on Effects of Restaurant Attributes on Perception of Price and Brand Reputation - Comparison Between Locals and Tourists -", Journal of the Korean Society of Food Culture, 2012.
Publication

repository.radenintan.ac.id

7

Internet Source

1 %

8

Dina Lialikhova. "The impact of a short-term CLIL intervention project on Norwegian different ability ninth graders' oral development", International Journal of Bilingual Education and Bilingualism, 2018

Publication

1 %

9

ojs.fkip.ummetro.ac.id

Internet Source

<1 %

10

Ildi Kurniawan, Mukhaiyar ., Yenni Rozimela. "THE EFFECT OF STUDENT TEAMS-ACHIEVEMENT DIVISION (STAD) TECHNIQUE TOWARD STUDENTS' SPEAKING SKILL AND CLASS PARTICIPATION", Journal of English Education and Teaching, 2017

Publication

<1 %

11

RIZKY MIRANI DESI PRATAMA. "PENGARUH METODE PEMBELAJARAN DAN KEPERIBADIAN TERHADAP KETERAMPILAN BERBICARA BAHASA INGGRIS SISWA SMA NEGERI DI CIBINONG", Wanastra: Jurnal Bahasa dan Sastra, 2018

Publication

<1 %

12

eprints.walisongo.ac.id

Internet Source

<1 %

Exclude quotes On

Exclude matches < 5 words

Exclude bibliography On