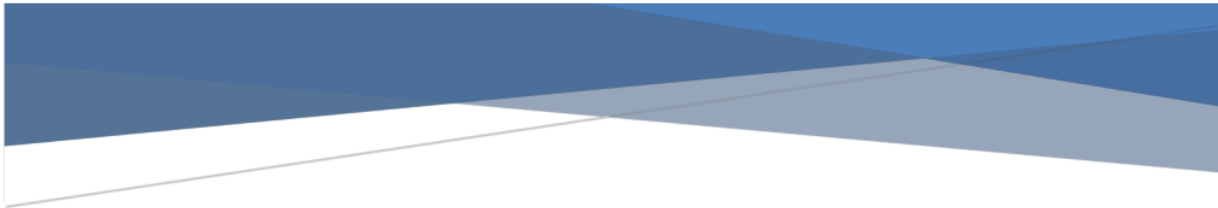


AN INNOVATIVE METHOD FOR TEACHING ENGLISH FOR HOSPITALITY: CASE IN A TOURISM COLLEGE IN BALI, INDONESIA

By Denok Lestari



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ABSTRACT

Teaching English for Specific Purposes is different from teaching General English. This research aimed to demonstrate the existence of innovation in English learning strategy, called the ASRI method, as proposed method for teaching English for Specific Purposes at tourism colleges. This method is a combination of Aim-Sequence-Role-Interaction (ASRI) components that can be used promote the students' awareness in using the appropriate language functions and improve their fluency in business-like communication. This R&D research applied the Exploratory Mixed Method which followed Logan's model design, focusing on three stages, including: problem determination, design, and development. This research was carried out at a tourism college in Bali. The subjects who were involved in the preliminary test of the ASRI method were 60 college students. Determination of the research subject used purposive sampling. The data collection tools in the preliminary field test were scoring rubrics. The analysis techniques applied to analyse the data in this research were both descriptive quantitative and qualitative. The result of this research was in the form of effectiveness percentage level of the ASRI method was 81%, so that this model was eligible to be proposed as an innovative method for teaching ESP in tourism colleges.

Keywords ASRI method, English for Specific Purposes, hospitality

Introduction

In the global culture, English language plays a critical role as the primary means of communication, including interacting, negotiating, conducting business, completing transactions, intercultural learning, and keeping up with technological advancements (Heggernes, 2021; Al-Tarawneh & Osam, 2019). A huge demand for English has been urging from this phenomenon, particularly in the contexts of English for Specific Purposes (ESP), where there is a compelling need for the knowledge, capacity, and specialized skills that allow non-English native speakers to keep up with rapid developments for economic growth (Ní Loingsigh & Mozzon-McPherson, 2020; Beck & Sitzman, 2019; You, Wang, Kang, Zhao, & Zhang, 2018). English for Specific Purposes has been a major concern in language teaching since its emerging in 1960s (Liu and Hu, 2021), as well as its implications in education, business, and hospitality (Wang & Fan, 2020; Cloudia Ho, 2020; Siegllová, Stejskalová, & Kocová-Giurgiu, 2017).

English for tourism and hospitality is a category of English for specific purposes (ESP) that is dominantly used in the international tourism and service industry (Cloudia Ho, 2020; Al-Tarawneh & Osam, 2019). However, ESP in the context of hospitality has not been discussed in detail. This research tried to resolve several research gaps. Firstly, the essential role of English in tourism and hospitality sector (Al-Tarawneh & Osam, 2019; Bernstein & Woosnam, 2019). Secondly, the grammatical problems still frequently occur in language teaching (Rebuschat, Monaghan, & Schoetensack, 2021; Busse, Hennies, Kreutz, & Roden, 2021; Serfaty & Serrano, 2020). Thirdly, the learners' expectations on their potential target needs (Arnó-Macià *et al.*, 2020). Fourthly, the Teaching English as a Foreign Language (TEFL)

in non-native English speaking countries (Alotumi, 2021). Therefore, this article proposed an innovation in the teaching method focusing in language functions, to improve the fluency of English learners in tourism and hospitality sector.

Language functions in ESP

Language learning, as a part of applied linguistics, refers to an integral part of teaching, and learning, which interdependently influence each other (Bagiyan *et al.*, 2021). The purpose of learning a language becomes the core, and centered on the language appropriateness (Pardayevna *et al.*, 2021). Those who wish to meet the basic, relevant, and precise needs to respond to significant demands in vocational or academic situations in English should be provided with English for specific purposes. Due to the development of business management and communication technologies, some changes occurred in the field of English language teaching. One of these shifts is that courses' emphasis has changed from academic English to English for more practical purposes (Pardayevna *et al.*, 2021; Yanhua Liu & Hu, 2021). There a number of language learning methods that have been known and used for a long time, but the most suitable for ESP learning in vocational schools is the Communicative Language Teaching – CLT (Cloudia Ho, 2020; Li & Flowerdew, 2020) which involves communicative activities, such as role plays and simulations. However, the role playing technique used in CLT takes a lot of time to prepare, and it is difficult to measure the competence of each student in a large class (Alotumi, 2021; Wang & Fan, 2020; Yang Liu, Yin, & Wu, 2020).

Elaborating CLT and Hymes's Ethnography of SPEAKING (i.e. Setting, Participants, Ends, Act sequence, Keys, Instruments, Norms, and Genres), there are six language functions applied in English for hospitality, specifically in the field of Food and Beverage Service (Lestari, D., *et al.* 2017). They are 1) Interactive; 2) Informative; 3) Directive; 4) Persuasive; 5) Permissive, and 6) Indicative. The interactive language function is mainly used for maintaining the relationship in communication. Greetings, small talks, and farewell belong to this function. For example: *"Welcome to our restaurant. How are you today?"* The informative language function transfers messages from the speaker to the hearer. Questioning and repeating messages are included in this language function. For example: *"What would you like to order?"* The directive language function is aimed to make the hearer do something for the speaker. Here, requesting and ordering are strongly used. For example: *"Can I see the menu again, please?"*. The persuasive language function is used for persuading and affecting the hearer in order to upsell the products. For example: *"I highly recommend the Pork Vindaloo, Sir. It's very popular."* The permissive language function puts more focus on the fluency rather than accuracy. The phrases might be grammatically incorrect, as long as the hearer understand them. For example: *"The reservation is for tonight?"* (with rising intonation, indicating it is a question rather than a statement). The indicative language function is used to express how the speaker feels about something. For example: *"We do apologize about your food"*. The six categories of language functions are used as the guideline for constructing the innovative method for learning English for Hospitality.

Methodology

Research design

This study investigated students in higher education who majored in hospitality in emerging non-native English speaking country, particularly Indonesia. The object of this study was English for Specific Purposes courses given to the third-year students of Hotel management who had their On-the-Job Training in the hospitality industry. The sample for this study was recruited from the International Institute of Tourism and Business, Indonesia. Participants consisted of 50 students with age ranging 20-22 years. The students were in the intermediate

level of English competence, and already passed the beginner level with Good score. This present study applied qualitative design with an experimental group and a control group to determine the effect of the application of the ASRI method. The qualitative data in the form of oral (verbal) data were obtained from recorded conversations of students' activity. The quantitative data were collected from the result of the pretest and the posttest. Both of these primary data were needed to evaluate the effectiveness of the application of the developed learning methods, which was based on the Indonesian National Competency Standards (The Indonesian Ministry of Manpower and Transmigration, 2012).

Discussions

The Components of ASRI Method

Research and development (R&D) produces a product that can be used for the improvement of education (Creswell and Poth, 2016). The product of this present study was a learning method to improve English speaking skills. Referring to the ethnography of SPEAKING (Hymes, 2012; 1971), the ASRI method is an acronym from the initial letters of the four components, namely **Aims, Sequence, Roles, and Interaction**. The main purpose of creating this method is to help the students in tourism college to improve their fluency in communicating in English in their work place.

The design of ASRI method was based on the communicative principles, that every conversation must have aims (Wang and Wang, 2020). For example to greet, or welcome the guests, to recommend food, or to handle complaints. The communicative goals, or aims, as the first component were referred to the expected intentions and results in a conversation (Hymes, 2012; 1971). It was reflected in the use of language functions in serving the guests in restaurants (Lestari, D., et al. 2017). The second component was the sequence, which stated that the flow of speech would develop in the order arranged by the speaker (Hymes, 2012; 1971; Staley and Jucker, 2021). It referred to the sequence of service at the restaurant. The third component was role playing. The students would be able to improve their communicative competence through activities, such as explaining something, conversing in pairs, and simulating in offering assistance (Nunan, 2002). Although role playing have been applied in various language learning, role playing in the ASRI method has its own specialties, as it combines language function theory with language learning creativity. This combination has never received attention in language classes. By understanding in advance the language functions that will be used in each topic, students will find it easier to develop conversations. Students also get the opportunity to practice role playing in pairs and groups according to the given topics. The fourth component was interaction, where students learnt to establish interactions in speech events, and use aspects of kinesics, gestures, and nonverbal signs along with verbal language. Adult learners build positive emotions from teachers' relaxed body posture, gestures and eye contact and positive facial expressions". Teachers' nonverbal behaviors positively encourage the students' learning experiences (Peng, 2019).

The ASRI method put forward the principle of language as a medium of interaction and communication to achieve certain goals, using the communicative approach (Bagiyan *et al.*, 2021). It focused more on how students are able to use language compared to their knowledge of the structure of the language being learned (Cloudia Ho, 2020; Vold and Brkan, 2020; Liu and Hu, 2021; Bagiyan *et al.*, 2021). Thus, learning activities were emphasized on role playing activities, pair work, and group work, focusing on fluency before accuracy. The main focus was on oral skills based on the language functions used in the professional field, in order to improve English speaking skills by providing flexibility for students to develop their communicative skills without worrying too much about the grammar.

The application of the ASRI method was able to give the students better understanding on

the use of expressions and were able to use them in communicating when serving guests in restaurants. This finding confirmed the importance of integration throughout the communication process (Wingate *et al.*, 2021). Additionally, the students gained experience in communicative language learning, using the language functions contained in authentic texts and interactive practices and exercises.

The learning objectives in the ASRI method are communicative, where students are guided to improve speaking skills by understanding the communicative goals of having a conversation. The communicative goal is what the speaker wants to achieve through the use of language functions in a particular context. This communicative goal then underlies the ASRI method and becomes the first component called aim. It is important to mention here that Aims is not the goal of the learning method. Aims is the goal or purpose that the speaker wants to achieve through the use of language functions which are represented in the form of exponents or sentences, which functions to ask for something, apologize, promise, argue, express emotions, praise, or complaint.

Based on this concept, the main component in the ASRI method emphasizes the use of language functions in the form of exponents that are adapted to the context of learning English in the field of food preparation. For example, when taking food order, the exponents used are: "Are you ready to order?", "What would you like for the starter?", "How would you like the steak done?", "Would you like something to drink?", or when recommending food / drinks, sentences that can be used are: "Why don't you try the Caesar Salad? It's very popular.", "The Sirloin steak is very delicious, madam."

Understanding of language functions and their realization in language learning is very important. Language learning can be more oriented to the needs of students by analyzing speech events using the target language and classifying speech into language functions, then teaching appropriate linguistic forms to realize these functions. This function into speech events. A language learner may master the proper grammar, syntax, lexical items, but not know how to achieve an expected and implied function through careful selection of words, structure, intonation, nonverbal cues, and perceptions of a context. A series of certain discourses. Therefore, an understanding of how to use linguistic forms to achieve language functions is a crucial point in learning a second or foreign language.

The syllabus

The syllabus in the ASRI method focuses on language functions and their realization in the form of exponents which are then taught communicatively to students. Each language function is equipped with its realization in the form and expression of the language, as well as various related vocabularies. For example, when using the function 'ask', students need to understand vocabulary, such as: "what time, how many, arrive, when is it for". In addition to vocabulary and language expressions, the syllabus can also be equipped with a way to pronounce a word or sentence which is thought to cause difficulties in pronunciation. For example, the phrase "May I ..." which should be pronounced / meɪ aɪ /, but there are still many students who pronounce it / maɪ aɪ /. Likewise, the phrase "fully booked" which should be pronounced / fʊlɪ bʊkt / incorrectly pronounced by students becomes / fʊlɪ bʊkəd / because they are still affected by the spelling of the phrase. Therefore, vocabulary and pronunciation recognition gets more attention in the ASRI method syllabus.

In addition to the elements of vocabulary and pronunciation, students also need to know the types of non-standard English that are often used in daily conversations. However, the permissive function which is realized in 'using non-standard language' needs to be supplemented with examples of standard English expressions. To avoid misperceptions in the future, it is very important to provide students with an understanding of the procedures for using standard English which are adjusted to operational procedures in the field of food

preparation. Given the purpose of the ASRI method is to improve the communicative skills of students in using standardized English.

The Activities

In the field of food preparation, of course, oral language skills are more needed. Therefore, it would be more beneficial if students were given more practice in dialogue and role playing. Types of communicative activities that can be carried out are practicing dialogue, complementing dialogue, role playing, pair training, and group discussions, as explained below.

a. Practicing Dialogue

Dialogue is used as an opening activity to introduce topics and language functions used according to context. By practicing dialogue in pairs, students can also practice listening, pronunciation, and turn taking interactively. After students practice the dialogue, the teacher can teach grammar communicatively and relate it to the context of speech events or language functions used. For example, the use of the Present Perfect Tense in the sentence "*Have you made a reservation before?*". The teacher explains the structure of the language after students hear or use sentences that contain the structure of the language, both in dialogue and short questions. This is the basic principle of communicative learning, namely students know and understand first new language expressions and then learn the structure of the language. After reading the dialogue, students can also be given questions to check their understanding of the dialogue given, as in the following exercise.

b. Completing Dialog

Completing dialogue can train students to read and understand dialogue, and aims to increase the vocabulary of students. In this activity the teacher prepares a dialogue and eliminates a few words or sentences and the students complete it. This can be adjusted to the learning objectives and competencies to be achieved, then students fill it out based on examples of dialogue that have been studied previously. This activity is a process of internalizing language input, for example a dialogue that contains elements of grammar and certain sentence patterns will be able to strengthen the foundation of students' understanding, so that students will be more accustomed to using these expressions or language structures. For example, students can be asked to complete the following conversation to strengthen their understanding of language expressions used when welcoming guests at a restaurant.

c. Role play

Role play technique is the activity of students imagining themselves in a certain situation and playing a role in that situation, for example as a guest or as a waiter. Role-playing activities, simulations, and trainings are recommended as an effort to fulfill various language functions in language learning. Role play is also the most appropriate way to apply a communicative approach. With role play techniques, situations in real life can be presented in class, for example, a restaurant situation where students will work later. Through role play, students can try to experiment using the language they will need at a later date. However, role playing techniques are time-consuming when applied in large classes. This technique also turns out to be quite frightening for weak students because they don't understand what to say and how to convey it so they tend to just memorize dialogue like the examples given. Therefore, an understanding of language functions should be taught first so that students can prepare themselves more efficiently in performing role play.

d. Pair work and Group work

Speaking activity is a communication process that involves at least three elements: participants (speakers and listeners), messages (information conveyed), and communication goals to be achieved. Therefore, in every language learning students should practice in groups or in pairs. Students can do exercises about information gap and information transfer, when they do the same task but each student has different information needed to complete the task. For example, student A is given a food menu that only contains the names of food and drinks, while student B is given a complete food menu with a brief description of the ingredients and how to cook the food. Student A then acts as a guest who wants to order food and student B becomes a waiter / waitress who provides recommendations and explanations about the food menu to guests. Thus, students will have communicative goals and are motivated to speak. Students will also be able to develop their thinking or imagining skills and foster courage and confidence in communicating using English.

Students must also be trained to interact using paralinguistic aspects, such as intonation, facial expressions, and natural body movements. Proper pronunciation according to English standards is very concerned, because if a student mispronounces a word, the interlocutor (in this case a foreign guest) will not be able to catch the message to be conveyed. Students must be able to establish interactions in speech events, and be able to use aspects of kinesics, gestures, and nonverbal signs along with verbal language. Therefore, ASRI method does not only focus on linguistic elements such as vocabulary and pronunciation, but also pays attention to paralinguistic elements such as gesture, eye contact, and suprasegmental elements. Interaction during language learning occurs when students work in pairs or groups and play their role as guests and waitresses in restaurants.

The Implementation of ASRI Method

In order to find out the effectiveness of the method, the researcher conducted an experiment using two groups of participants. The Experiment group was from Class 6A and the Control group was from Class 6B with 25 students in each class. Before conducting the experiment, a pretest was held to determine the initial abilities of students, both in the experiment group and the control group. The test used the same test questions in both groups. Students were asked to present a dialogue in pairs regarding the order taking process in a restaurant. The instrument for analysing test results applied three indicators, namely speed of understanding, creativity and results, with the score range for each indicator as follows.

TABLE 1
The Indicator in the implementation of ASRI method

Score	Performance Criteria		
	Comprehension speed	Creativity	Learning outcome
4	Quickly understand the use of language functions, produce appropriate and polite expressions in given context using own words. Actively involve in questions and answers. Show enthusiasm in completing tasks.	Develop topics fully and coherently. Expand the topics and improvise the use of polite expressions according to language functions.	Use language functions and polite expressions fluently in dialogs, with no repetition and hesitation. Speech is smooth, closely a native-like speaker.

3	<i>Able to understand the language functions, but hesitate to use own words. Show interest, but reluctant to ask or answer questions.</i>	<i>Topics partly developed, use appropriate expressions of language functions to construct dialog.</i>	<i>Speak with little repetition and show hesitation to find proper expressions of language functions.</i>
2	<i>Need more time and explanation in understanding the language functions and expressions, frequently ask for translation. Dependant on other students to complete the tasks.</i>	<i>Immitate the expressions used in the sample dialogs with little improvisation.</i>	<i>Still memorize sentences, frequently show hesitation and pauses during speech. Speech is unnatural and repeated errors in pronunciation.</i>
1	<i>Not able to use language functions or produce expressions based on any given topics. Remain silent and passive.</i>	<i>Not able to expand any given topics, fully immitate sample dialogs.</i>	<i>Speech is slow and full of hesitation, frequently read the notes during role play. Frequent errors in pronunciation, show lack of confidence.</i>

The processing results of the pre-test scores from the two groups are described as follows. To calculate the effectiveness of the method, the criteria/ideal score for the work system is first determined. The ideal score is $4 \times 3 \times 25 = 300$, where 4 = highest answer score; 3 = instrument item; 25 = number of respondents. Furthermore, the ideal score for each instrument item is $4 \times 25 = 100$, where 4 = highest score; and 25 = number of respondents. The following is the result of the pretest for both groups.

TABLE 2
The Pretest Result

Groups	Ideal score	Comprehension speed	Creativity	Learning outcomes
Experiment	115	0.40	0.37	0.38
Control	117	0.44	0.35	0.38

Based on the pre-test scores of the experiment group, the total data obtained was 115. Thus, the effectiveness of learning before receiving treatment was $115:300 = 0.38$ or 38% of what was expected. The comprehension speed was $40:100 = 0.4$ or 40% of that expected; then creativity, namely $37:100 = 0.37$ or 37% of the expected criteria; and learning outcomes were $38:100 = 0.38$ or 38% of the expected criteria. Meanwhile, based on the control group's pre-test scores obtained the amount of data = 117. This showed that the effectiveness of learning in the control group before receiving treatment was $117:300 = 0.39$ or 39% of what was expected. The comprehension speed was $44:100 = 0.44$ or 44% of what was expected; creativity amounted to $35:100 = 0.35\%$ of the expected criteria; and learning outcomes were $38:100 = 0.38$ or 38% of the expected criteria. The two data above presented that the average pre-test scores of the experimental group and the control group was not significantly different.

The topics given to the experiment group during the experiment period were: *Taking reservations by telephone, Receiving and seating guests, Taking orders, Serving the food, and Dealing with complaints*. In presenting each topic, the lecturer followed the ABCD (Acquire-Brainstorm-Chance-Develop) stages used in ASRI method. The following is the results of observations in the experiment group when learning the topic of Reservations.

At the Acquire stage, the lecturer elicited students' initial experiences and understanding of reservation activities, namely regarding the brief definition and purpose of reservations. After giving a brief description of reservations, the lecturer then played a dialogue about reservations while students listened and read Dialogue 1 in their handout. In this way, students obtained language input through listening and reading the dialogue.

Dialog 1: Taking Reservations by Telephone

Staff : Good afternoon. Le Petit Bistrot. Fred Speaking. May I help you?

Caller : I'd like to make a dinner reservation, please.

Staff : Certainly, sir. For what date, please? Caller : The fourth of May.

Staff : And for what time, sir?

Caller : 8.30.

Staff : May I have your name, please?

Caller : Yes, It's Blanc. That's B-L-A-N-C.

Staff : For how many, Mr. Blanc?

Caller : For fourI'd like a table in non-smoking, by the window.

Staff : Just a minute, Mr. Blanc. I'll see if we have a table. ...

I'm very sorry, Mr. Blanc. But there are no tables left in non-smoking.

We have a window table in smoking. Would you care for that?

Caller : Yes, all right.

Staff : So that's a window table for four, at eight thirty, on the fourth of May.

Could I have a contact number, please?

Caller : Yes, it's 5556892.

Staff : Thank you for calling. We'll see you on the fourth. Goodbye, Mr. Blanc.

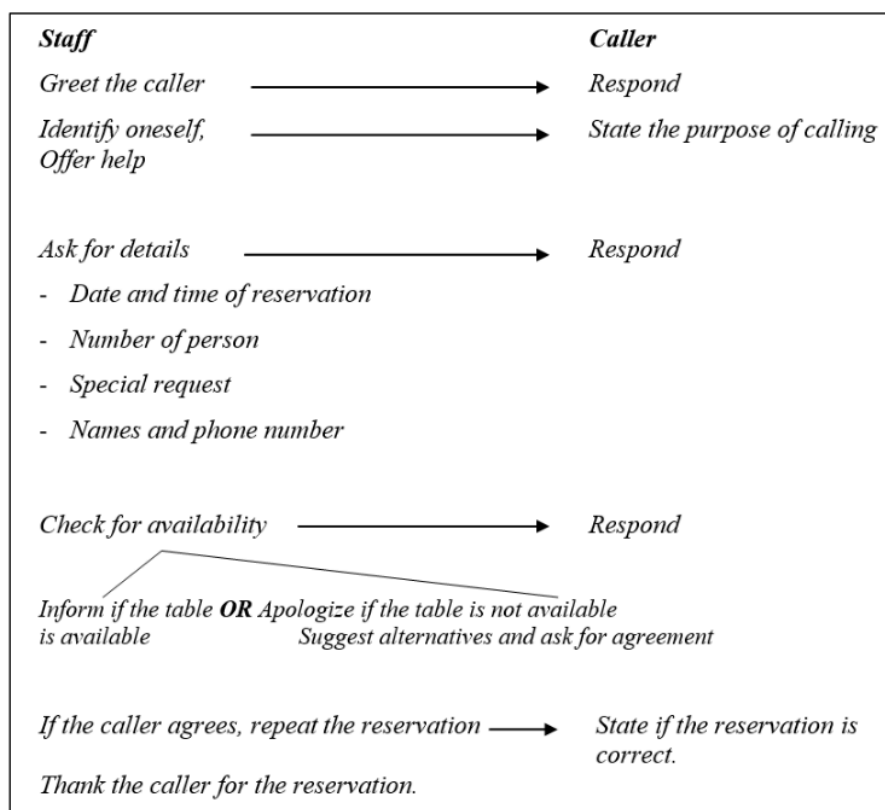
The lecturer then emphasized the students' attention to the functions of the language used in the dialogue. The lecturer asked questions about the dialogue, such as: "*When is the reservation for?*", "*For what time?*", "*For how many persons?*" etc. The lecturer explained briefly that these questions served to gather the information needed for the reservation. Next, the lecturer asked students to practice dialogue 1 in pairs.

Next, at the Brainstorm stage, the lecturer provided a more detailed explanation of the language functions used when making a reservation. Starting from greetings which function to answer the telephone and greet the caller, identifying oneself to introduce the name of the restaurant and the person receiving the call, offering help to offer assistance, asking for details to ask for information regarding the reservation desired by the caller, apologizing to convey an apology when unable to fulfilling guest requests, offering alternatives to offer guests choices in the hope that guests are willing to change their requests according to the availability of places in the restaurant, repeating the reservations to confirm all details so that there are no mistakes in notetaking, and thanking which functions apart from saying thank you that also serves as a marker that the reservation process has been completed. At this stage the lecturer asked students to discuss in groups to find language expressions that may be used according to the functions of the language. After students understood the language functions needed for reservation, namely interactive function, persuasive function, informative function, and indicative function,

along with their representation in language expressions. Students then completed the exercises on the handout. For example, students practiced saying the name of the day, date and time, matching language functions with language expressions, and completing dialogue.

At the Chance stage, students begin to practice developing conversations about reservations. In pairs, students exchange opinions and work together to prepare scripts for role-playing exercises. Students look enthusiastic about practicing the language functions and language expressions they have just learned. They are very motivated to do this exercise because it is in accordance with the professional field they will pursue in the future. The lecturer assisted students develop conversations by providing a model or flow as below.

Figure 1
Conversation Development Model



The conversation development model above was very helpful for students in preparing for role play. Students did not need a lot of time to memorize dialogue because they already understood the language expressions that must be used, and they seemed enthusiastic about practicing conversations with their partners. When being asked to present dialogue in front of the class, students seemed enthusiastic about practicing the target language. Even though there were still a few errors in grammar and pronunciation, the language expressions used by students could be well received. This showed that communicative principles that prioritize fluency and meaningfulness were effective.

At the Develop stage, the lecturer provided general input and corrections regarding the students' performance. The lecturer focused more on the expression of the language used and pronunciation rather than grammatical structure, unless the errors could lead to misunderstandings or communication failures. At this final stage, the lecturer also provided reinforcement by repeating and summarizing language functions and expressions as well as important aspects needed in the topic of reservations.

Meanwhile, in the control group, the lecturer only instructed students to practice reading the dialogue in the handout and then create conversation according to the topic given. Students in the control group did not gain an understanding of the language function so they only imitated the dialogue examples sentence by sentence. These students tend to memorize sentence after sentence without really understanding the functions and expressions of the language they use. Based on the observations, students in the control group still seemed confused because they still did not fully understand what they had to do. They need longer time (around 30 minutes) to prepare a dialogue based on the specified situation. In fact, when being asked to perform a role play in front of the class, most students were still reluctant and hesitant because they had not memorized the entire contents of the dialogue. Students seemed less motivated to do a conversation in front of the class, and some students were still reading the script they prepared.

The Evaluation

After the ASRI method was implemented for three months in the experiment group, a post-test was given to both the experiment group and the control group. This aimed to find out whether the achievements of the two groups were balanced or significantly different. The task given to both groups was to create a dialogue about welcoming guests. Here are two samples of student conversations taken from each group.

The sample of Conversation from the Experiment Group

Host : Good evening, sir. Welcome to our restaurant.
Guest : Good evening. I have a reservation. The name's Johnson.
Host : Oh, yes. Mr. Johnson. One table for two persons in the smoking area. Guest : No. I said in non-smoking area!
Host : I'm sorry, sir. But in the reservation record, your table is in the smoking area.
Guest : Oh, no. I'm so allergic with smoke.
Host : Could you tell me, are you sure made the reservation with the special request table in non-smoking area?
Guest : I'm not sure, but I must have table in non-smoking area tonight.
Host : I'm very sorry, sir. The tables in non-smoking area are fully booked. But may I suggest you, we still have a window table in smoking area. Would you care for that?
Guest : Yes, alright.

The sample of Conversation from the Control Group

Guest : Good evening. I'd like a table for two, please. Host : Good evening, sir. Do you have a reservation?
Guest : Yes, I have a reservation.
Host : May I have your name?
Guest : Steven.

Host : I'm sorry, sir. But your name is not on the reservation list.

Guest : But I called yesterday. I have to get table for now!

Host : Sorry, sir. But we are fully booked now. Would you like to wait in the bar?

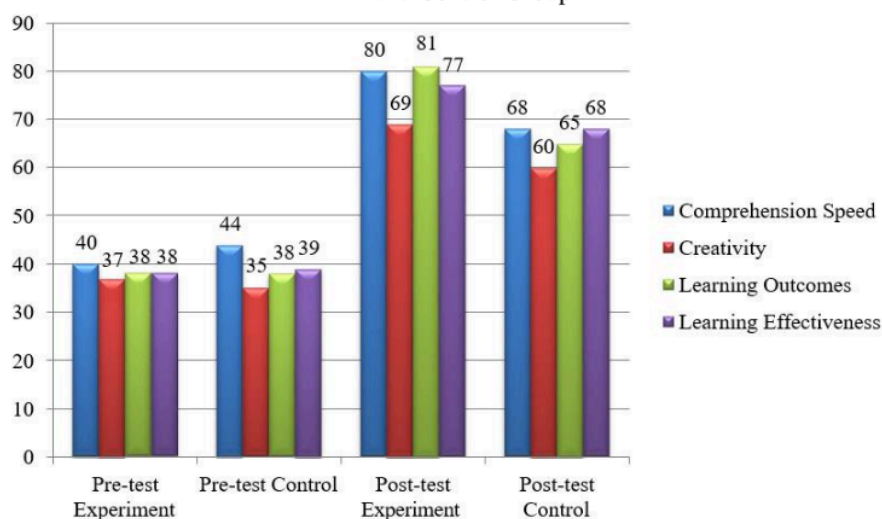
Guest : OK. That's right.

Based on the comparison of the two samples above, it can be seen that the experiment group students were able to develop conversations creatively. Students were not only able to explain the condition of a restaurant being full but were also able to confirm guest reservations. Students were also able to offer alternative solutions to solve problems. Thus, the experimental group students were able to use: the informative function, namely 'explain', 'ask', 'confirm'; the persuasive function of 'offering'; and the indicative function of 'apologizing'. Students in the control group seemed less creative and only carried out simple conversations, such as the example dialogue shown in the handout.

By using the same formula as when analyzing the pre-test results, the analysis for the post-test results can be presented as follows. Based on the post-test scores of the experiment group the total data obtained was 230. Thus, the effectiveness of learning after receiving treatment using the ASRI method was $230:300 = 0.77$ or 77% of what was expected. The speed of understanding the lesson increased to $80:100 = 0.80$ or 80% of what was expected. Next, creativity becomes $69:100 = 0.69$ or 69% of the expected criteria; and learning outcomes reached $81:100 = 0.81$ or 81% of the expected criteria.

Meanwhile, the amount of data obtained for the post-test results of the control group was 193. It can be said that the effectiveness of learning using conventional methods is $193:300 = 0.64$ or only 64% of the expected criteria. For each indicator, the speed of understanding the lesson becomes $68:100 = 0.68\%$, creativity becomes $60:100 = 0.60\%$, and $65:100 = 0.65$ or 65% of the expected criteria. A comparison of the pre-test and post-test scores for the two groups is briefly shown in Figure 2.

FIGURE 2
Comparison of Pretest and Posttest Results between Experimental Group
and Control Group



Measuring the Effectiveness of ASRI Method

When the pre-test and post-test results had been obtained, it was time to test the ASRI method. To test the significance of the effectiveness of the ASRI teaching method, a correlated t-test was applied. To be able to use this formula, it is necessary to first know the correlation between the effectiveness values of the new method and the old method, the average, standard deviation and variance. Calculations are carried out using the SPSS program so that the values needed to calculate the t value can be found as follows.

Mean of control group (1) : 7.72
 Mean of experimental group (2) : 9.20
 Standard deviation of control group (S1) : 1.46
 Standard deviation of experimental group (S2) : 0.82
 Variance of experimental group (S 2) : 2.13
 Control group variance (S 2) : 0.67
 Correlation between data of two groups (r) : 0.33

After knowing the required prices, the t value can be calculated using the correlated t-test formula as follows:

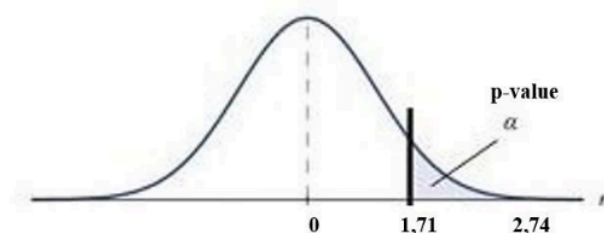
$$t = \frac{7,72 - 9,20}{\sqrt{\frac{2,13}{25} + \frac{0,67}{25} - 2 \cdot 0,33 \left(\frac{1,46}{\sqrt{25}} \right) \left(\frac{0,82}{\sqrt{25}} \right)}} \quad t = 2,74$$

To draw a conclusion whether the difference in learning achievement between the experimental group and the control group is significant or not, the calculated t value needs to be compared with the t table value. Based on the t table, the values in the t distribution, if distribution value = 23, for a one-party test with an error rate of 5%, then the t table value = 1.71. Thus, it can be concluded that the calculated t price is greater than the t table price.

Next, the following hypothesis is formulated which must be tested for truth to strengthen the results of the ASRI method testing:

Ho: $\mu_1 \leq \mu_2$ means the effectiveness of the ASRI method is smaller or the same as conventional learning methods
 Ha : $\mu_1 > \mu_2$ means the effectiveness of the ASRI learning method is better than conventional learning methods.

FIGURE 3
Right-hand Hypothesis Testing



Testing with a correlated t-test uses a right-hand test because the alternative hypothesis (Ha) says "better". If the calculated t value falls in the Ha acceptance area then Ha which states that "the effectiveness of the ASRI learning method is better than conventional methods" is accepted. Knowing that the calculated t is greater than the t table, namely $1.71 > 2.74$ and the calculated t value falls in the area of acceptance of Ha or rejection of Ho, then Ha is accepted and Ho is rejected. Thus, it could be concluded that there were significant differences so that it could be generalized that the ASRI method was more effective than the conventional methods, in terms of the comprehension speed, creativity and student learning outcomes. Thus, it could be said that the testing phase for the effectiveness of the ASRI method had been completed.

Conclusion, implications and limitations

This study confirms that a combination of theories in language functions and the communicative language learning was effective in improving the students' communicative skills. One of the important implications of this study is that the effectiveness of ASRI method depends on the competence level of the students in speaking General English. In order to succeed in applying this method, the students must have basic English speaking skills. Teachers should integrate useful phrases which suits the needs in serving the guests in the restaurant, materials and activities into teaching methods to accelerate the students' achievement. In addition, this method provides the teachers with the model and design to implement communicative learning activities in their classrooms. The ASRI method was designed for teaching English for Specific Purposes, integrated into hospitality and tourism context. Thus, researchers should investigate its effectiveness into other professional areas, in different languages.

Inevitably, this study has a number of limitations. Many personal factors, such as intolerance of English diversity, or students' negative attitude towards the use of full English in the classroom might delay the success. In addition, the teachers' experiences in teaching General English would influence their teaching since they focused on the grammatical aspects, which was not in accordance with communicative principles.

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