

An Innovative Method of Teaching English for Hospitality: A Case in Bali Tourism College, Indonesia

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Abstract—Teaching English for Specific Purposes (ESP) is different from teaching General English. This research aimed to demonstrate the existence of innovation in English learning strategy, called the ASRI method, as a proposed method for teaching ESP at tourism colleges. This method is a combination of Aim-Sequence-Role-Interaction (ASRI) components that can be used to promote the students' awareness of 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 utilized in the preliminary field test were scoring rubrics. The analysis techniques applied to analyze the data were both descriptive quantitative and qualitative. The research results show that students' learning outcomes have increased significantly by 81% due to the implementation of the ASRI method in studying ESP. Therefore, this model is worthy of being proposed as an innovative method for teaching ESP in tourism universities.

Index Terms—ASRI method, English for Specific Purposes, hospitality

I. 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) (Daar et al., 2023), 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 (Loingsigh & Mozzon-McPherson, 2020; Beck & Sitzman, 2019; You et al., 2018). ESP has been a major concern in language teaching since its emergence in the 1960s, as well as its implications in education, business, and hospitality (Wang & Fan, 2020; Cloudia Ho, 2020; Siegllová et al., 2017).

English for tourism and hospitality is a category of 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 the tourism and hospitality sector (Al-Tarawneh & Osam, 2019; Bernstein & Woosnam, 2019). Secondly, grammatical problems still frequently occur in language teaching (Rebuschat et al., 2021; Busse et al., 2021; Serfaty & Serrano, 2020). Thirdly, the learners' expectations of their potential target needs (Arnó-Macià et al., 2020; Netra et al., 2023). Fourthly, 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 on language functions, to improve the fluency of English learners in the tourism and hospitality sector.

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; Pérez Cañado, 2023). The purpose of learning a language becomes the core and is centered on language appropriateness (Pardayevna et al., 2021). Advancements in business management and communication technologies have led to changes in the field of English language teaching. One such change is the shift in course focus from academic English to English for more practical uses (Pardayevna et al., 2021).

While several language learning methods have been established and utilized for years, the most appropriate for teaching English for Specific Purposes (ESP) in vocational schools is Communicative Language Teaching (CLT), which includes role plays and simulations (Cloudia Ho, 2020; Li & Flowerdew, 2020). However, the role-playing technique in CLT requires significant preparation time, and assessing individual student competence in large classes can be challenging (Alotumi, 2021; Wang & Fan, 2020).

To elaborate 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 (Ma'fiah & Sumardiono, 2023). 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 farewells 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 at making 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 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 fluency rather than accuracy. These expressions may be grammatically incorrect, but they are still understandable as long as the listener can 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 for your food"*. The six categories of language functions are used as the guideline for constructing the innovative method for learning English for hospitality.

II. OBJECTIVE OF THE RESEARCH

The objectives of the research are:

1. To investigate the English communicative skills of the students in higher education who majored in hospitality in an emerging non-native English-speaking country, particularly Indonesia.
2. To explain how ESP courses improve the English communicative skills of the Hotel Management students.

III. RESEARCH HYPOTHESIS

The following hypothesis is formulated and must be tested for truth to strengthen the results of the ASRI method testing:

Ho: The ASRI method is smaller or the same as conventional learning methods.

Ha: The ASRI learning method is better than conventional learning methods.

IV. METHODOLOGY

A. Design

The researcher employed Research and Development (R&D) design. This R&D research applied the Exploratory Mixed Method which utilized Logan's model design, focusing on three stages, including problem determination, design, and development. 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.

B. Object of Study

The object of this study was the material design of ESP courses given to third-year students of hotel management who had their On-the-Job Training in the hospitality industry in Bali.

C. Population and Sample

The sample for this study was recruited from the International Institute of Tourism and Business, Indonesia. The participants consisted of 50 students with ages ranging from 20-22 years. The students were in the intermediate level of English competence and already passed the beginner level with good scores.

D. Procedure

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 results of the pre-test and the post-test. Both of these primary data were needed to evaluate the effectiveness of the application of the developed learning methods, which were based on the Indonesian National Competency Standards (The Indonesian Ministry of Manpower & Transmigration, 2012).

V. RESULTS AND DISCUSSION

A. The Components of the ASRI Method

Research and Development (R&D) produces a product that can be used for the improvement of education (Cohen et al., 2018, p. 414). The product of this present study was a learning method used to improve English speaking skills. Referring to the ethnography of SPEAKING, the ASRI method is an acronym from the initial letters of the four components, namely Aims, Sequence, Roles, and Interaction (Setyawati, 2022). The main purpose of creating this method is to help the students in tourism colleges improve their fluency in communicating in English in their workplace. The communicative principles of the ASRI method underlie the conversational aims, such as to greet the guests, to give recommendations, or responding to complaints. The first component is a communicative and two-way conversation in communication. This is reflected in the use of language functions in serving the guests in restaurants. The second component is the sequence, stating that the flow of speech will develop in the order arranged by the speaker (Staley & Jucker, 2021). Students can apply this coherent and orderly conversation when practicing the order of service in a restaurant. The third component is role-playing. The students can improve their communicative competence through activities, such as explaining something, conversing in pairs, and simulating in offering assistance (Tipmontree & Tasanameelarp, 2020). Although role-playing has been applied in various language learning, role-playing in the ASRI method has its specialties, as it combines language function theory with language learning creativity. This combination has never received attention in language classes. By understanding the language functions that will be used in each topic in advance, students will find it easier to develop conversations. Students also get the opportunity to practice role-playing in pairs and groups based on the given topics. The fourth component was interaction, where students learn to engage in speech events and incorporate elements of kinesics, gestures, and nonverbal cues alongside verbal communication. 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 (Derakhshan et al., 2022).

The ASRI method emphasizes language as a tool for interaction and communication to achieve specific goals, drawing on the communicative approach (Lestari, 2021). It prioritizes how students can effectively use language rather than simply mastering its structural aspects (Cloudia Ho, 2020; Vold & Brkan, 2020; Liu & Hu, 2021; Bagiyan et al., 2021). Consequently, learning activities center on role-playing, pair work, and group work, with a focus on fluency over accuracy (Bagiyan et al., 2021). The primary aim is to enhance oral skills based on language functions relevant to professional contexts, offering students the flexibility to develop their communicative abilities without excessive concern for grammar (Lestari, 2021).

The learning objectives in the ASRI method are communicative, where students are guided to improve their speaking skills by understanding the communicative goals of having a conversation. The communicative goal refers to what the speaker intends to accomplish through the use of language functions in a specific context. This communicative goal forms the foundation of the ASRI method and is represented as the first component, called "aims". It is important to clarify that "aims" are not the objective of the learning method itself, but rather the specific goals or purposes the speaker seeks to achieve using language functions, which are expressed through exponents or sentences, which functions to ask for something, apologize, promise, argue, express emotions, praise, or express complaint (Lestari, 2021).

Building on this concept, the core component of the ASRI method emphasizes the use of language functions in the form of exponents tailored to the context of learning English for food preparation. For instance, when taking food orders, the exponents might include phrases such as: "Are you ready to order?", "What would you like for the starter?", "How would you like the steak done?", and "Would you like something to drink?" Similarly, when recommending food or drinks, examples of useful sentences could be: "Why don't you try the Caesar Salad? It's very popular," or "The Sirloin steak is very delicious, madam" (Lestari, 2021).

Understanding language functions and their realization in language learning is very important. Language learning can be better tailored to students' needs by analyzing speech events in the target language and classifying them according to language functions. From there, appropriate linguistic forms can be taught to help students effectively carry out these functions within speech events. While a language learner may master grammar, syntax, and vocabulary, they may still struggle to achieve the intended or implied function by selecting the right words, structure, intonation, nonverbal cues, and by interpreting the context of a given discourse (Lestari, 2021). Therefore, understanding how to use linguistic forms to accomplish specific language functions is a critical aspect of learning a second or foreign language.

(a). *The Syllabus*

The syllabus in the ASRI method centers on language functions and their realization through exponents, which are then taught communicatively to students. Each language function is accompanied by its corresponding linguistic forms and expressions, along with related vocabulary (Lestari, 2021). For instance, when teaching the function "ask", students need to understand vocabulary such as "*what time*", "*how many*", "*arrive*", and "*when is it for*." In addition to vocabulary and expressions, the syllabus also addresses pronunciation challenges that might arise. For example, the phrase "*May I ...*" should be pronounced /meɪ aɪ/, but many students mistakenly pronounce it /maɪ aɪ/. Similarly, the phrase "*fully booked*", which should be pronounced /'fʊli bukt/, is often mispronounced by students as /'fʊli bʊkəd/ due to the influence of spelling. As a result, the ASRI method syllabus places a strong emphasis on both vocabulary and pronunciation recognition (Lestari, 2021).

In addition to vocabulary and pronunciation, students also need to be familiar with the types of non-standard English commonly used in everyday conversations. However, the permissive function of "using non-standard language" should

be complemented with examples of standard English expressions to ensure students have a well-rounded understanding of both informal and formal language use (Lestari, 2021). 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. Thus, the purpose of the ASRI method is to improve students' communication skills in using standardized English.

(b). 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.

(1) 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, teachers can teach grammar communicatively and relate it to the context of speech events or language functions used (Pérez Cañado, 2020). For example, the use of the Present Perfect Tense in the sentence "*Have you made a reservation before?*". Teachers can explain the structure of the language after students listen to 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 new language expressions first and then learn the structure of the language. After reading the dialogue, students are asked questions through practice to check their understanding of the dialogue received.

(2) Completing Dialogue

Completing dialogue can train students to read and understand dialogue, and aims to increase the vocabulary of students. In this activity, teachers prepare a dialogue and eliminate 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 can 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.

(3) Role-Play

Role play technique is an activity done by students by 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 training 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 experiment using the language they will need later. 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 do not 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.

(4) 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 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 have communicative goals and are motivated to speak. Students can also 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 important because if a student mispronounces a word, the interlocutor (in this case a foreign guest) will not be able to catch the message. Students must be able to engage in interactions during speech events, incorporating kinesics, gestures, and nonverbal cues alongside verbal language (Lestari, 2021). Therefore, the ASRI method not only focuses 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 roles as guests and waitresses in restaurants.

B. The Implementation of the ASRI Method

To find out the effectiveness of the method, the researcher conducted an experiment using two groups of participants. The experimental group was from Class 6A and the control group was from Class 6B with 25 students in each class. Before experimenting, a pre-test was held to determine the initial abilities of students, both in the experimental 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 analyzing 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 THE ASRI METHOD

Score	Performance Criteria		
	Comprehension speed	Creativity	Learning outcomes
4	Quickly understand the use of language functions, and produce appropriate and polite expressions in a given context using their own words. Actively involved 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	Able to understand the language functions, but hesitate to use their own words. Show interest, but reluctant to ask or answer questions.	Topics are partly developed and use appropriate expressions of language functions to construct a dialog.	Speak with little repetition and show hesitation to find proper expressions of language functions.
2	Need more time and explanation in understanding the language functions and expressions, frequently ask for translation. Depends on other students to complete the tasks.	Imitate the expressions used in the sample dialogs with a little improvisation.	memorize sentences, frequently show hesitation and pauses during speech. Speech is unnatural and repeated errors in pronunciation.
1	Unable to use language functions or produce expressions based on any given topic. Remain silent and passive.	Unable to expand any given topics, fully imitate sample dialogs.	Speech is slow and full of hesitation, frequently read the notes during role-play. Frequent errors in pronunciation, show a lack of confidence.

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 pre-test for both groups.

TABLE 2
THE PRE-TEST RESULT

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

Based on the pre-test scores of the experimental 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, the pre-test scores of the control group showed the amount of data = 117. This indicated 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 sets above indicate that there was no significant difference between the average pre-test scores of the experimental group and the control group.

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-Development) stages used in the ASRI method. The following are the results of observations in the experimental 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 four I'd like a table in a non-smoking area, by the window.
Staff : Just a minute, Mr. Blanc. I'll see if we have a table. ...
I'm very sorry, Mr. Blanc. There are no tables left in a non-smoking room. We have a window table in a smoking area. 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. See you, 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 note-taking, 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, they 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 began to practice developing conversations about reservations. In pairs, students exchanged opinions and worked together to prepare scripts for role-playing exercises. Students looked enthusiastic about practicing the language functions and language expressions they had just learned. They were very motivated to do this exercise because it is in line with the professional field they will pursue in the future. The lecturer assisted students develop conversations by providing a model or flow as below.

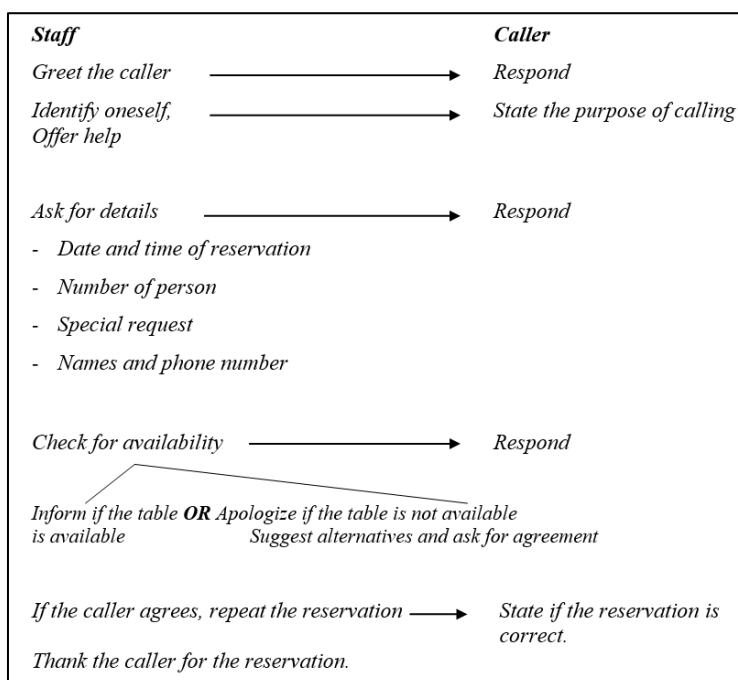


Figure 1. Conversation Development Model

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 were understandable. This showed that communicative principles that prioritize fluency and meaningfulness were effective.

At the Development 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 reinforced 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 created a conversation based on 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 tended to memorize sentence after sentence without really understanding the functions and expressions of the language they used. 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 a longer time (around 30 minutes) to prepare a dialogue based on the specified situation. When being asked to perform a role-play in front of the class, most students were still reluctant because they had not memorized the entire contents of the dialogue. Students seemed less motivated to have a conversation in front of the class, and some students were still reading the script they prepared.

C. The Evaluation

After the ASRI method was implemented for three months in the experimental group, a post-test was given to both the experimental 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 experimental 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 a 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 to smoke.

Host : Could you tell me, are you sure made the reservation with the special request table in the non-smoking area?

Guest : I'm not sure, but I must have a table in the non-smoking area tonight.

Host : I'm very sorry, sir. The tables in the non-smoking area are fully booked. But may I suggest to you, that we still have a window table in the 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 a 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 experimental 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 used to analyze the pre-test results, the analysis for the post-test results can be presented as follows.

TABLE 3
THE POST-TEST RESULT

Groups	Ideal score	Comprehension speed	Creativity	Learning outcomes
Experimental	230	0.80	0.69	0.81
Control	193	0.68	0.60	0.38

Based on the post-test scores of the experimental 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 became $69:100 = 0.69$ 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 was $193:300 = 0.64$ or only 64% of the expected criteria. For each indicator, the speed of understanding the lesson became $68:100 = 0.68$ or 68%, creativity became $60:100 = 0.60$ or 60% of the expected criteria, and learning outcomes reached $65:100 = 0.65$ 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 below.

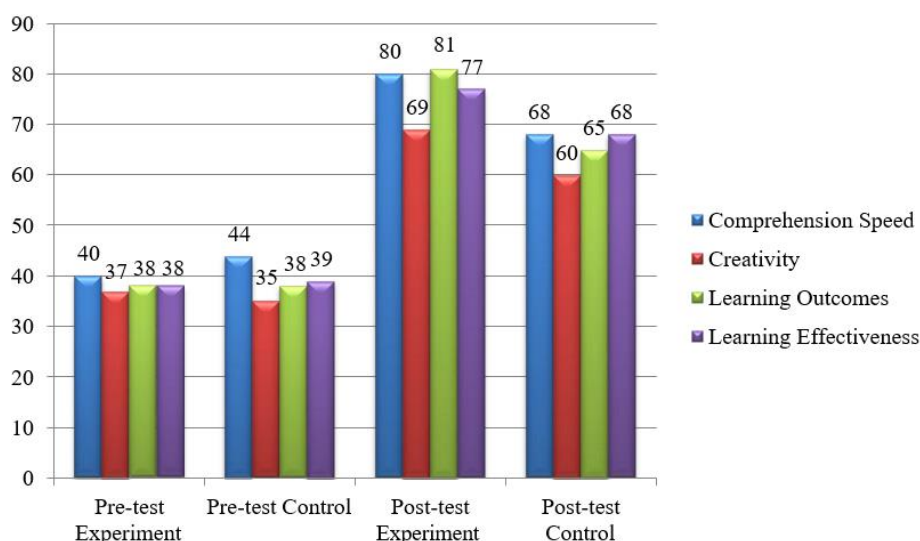


Figure 2. Comparison of Pre-Test and Post-Test Results Between Experimental Group and Control Group

The application of the ASRI method can increase the effectiveness of learning English through various direct practical activities, especially speaking English without placing too much emphasis on rigid grammar structures and perfect pronunciation so that students are encouraged to be more creative in using vocabulary and more expressive when carrying out English conversations such as using aspects of kinesics, gestures, and nonverbal signs. This is reinforced by the findings that students better understood 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 ASRI method emphasizes learning activities such as role-playing, pair work, and group work, with a focus on fluency before accuracy. The main goal of the ASRI method is to enhance oral skills, particularly those related to language functions used in professional settings, by allowing students the flexibility to develop their communicative abilities without placing excessive focus on grammar (Lestari, 2021). This 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 can use language compared to their knowledge of the structure of the language being learned (Claudia Ho, 2020; Vold & Brkan, 2020; Liu & Hu, 2021; Bagiyan et al., 2021; Lestari, 2021).

Measuring the Effectiveness of the ASRI Method

When the pre-test and post-test results had been obtained, the ASRI method was tested. 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 were carried out using the SPSS program so that the values needed to calculate the t-value can be found as follows:

- Mean of the control group (1): 7.72
- Mean of the experimental group (2): 9.20
- The standard deviation of the control group (S1): 1.46
- The standard deviation of the experimental group (S2): 0.82

The variance of the experimental group (S₂): 2.13

Control group variance (S₂): 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:

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

To determine whether the difference in learning achievement between the experimental group and the control group is statistically significant, the calculated t-value must be compared with the critical t-value from the t-table. Based on the t-table and the values in the t-distribution, if the 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 and must be tested for truth to strengthen the results of the ASRI method testing:

H₀: $\mu_1 \leq \mu_2$ means the effectiveness of the ASRI method is smaller or the same as conventional learning methods.

H_a: $\mu_1 > \mu_2$ means the effectiveness of the ASRI learning method is better than conventional learning methods.

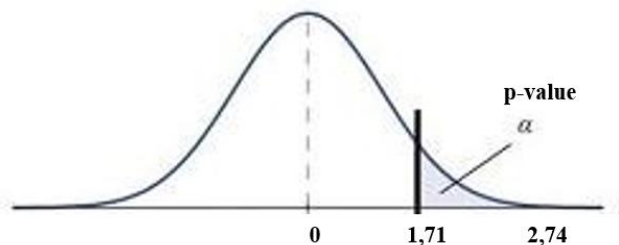


Figure 3. Right-Hand Hypothesis Testing

Testing with a correlated t-test uses a right-hand test because the alternative hypothesis (H_a) says "better". If the calculated t-value falls in the H_a acceptance area then H_a 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 H_a or rejection of H₀, then H_a is accepted and H₀ is rejected. Thus, it can 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 comprehension speed, creativity, and student learning outcomes. Thus, it can be said that the testing phase for the effectiveness of the ASRI method has been completed.

VI. CONCLUSION

This study confirms that a combination of theories in language functions and communicative language learning is effective in improving students' communication skills. One of the important implications of this study is that the effectiveness of the ASRI method depends on the competence level of the students in speaking General English. To succeed in applying this method, students must have basic English-speaking skills. Teachers should use teaching methods that can integrate material concepts and practical activities in learning English, such as explaining grammar and vocabulary concepts through practicing speaking English in the form of expressions commonly used when serving guests in restaurants, so that they can accelerate student achievement, both in theory as well as practice, speaking English. In addition, this method provides the teachers with the model and design to implement communicative learning activities in their classrooms. The ASRI method is designed for teaching English for Specific Purposes, integrated into the hospitality and tourism context. Thus, researchers should investigate its effectiveness in other professional areas, in different languages.

Inevitably, this study has several 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, teachers' experiences in teaching General English can influence their teaching since they focus on the grammatical aspects, which are not in line with communicative principles.

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